

Called to account



'The real source of worry is the apparently unstoppable ascendancy of the cash criterion'

Hence the built-in hostility between the accountant's view of life, which appears to attach cash value to human relationships, and the teacher's philosophy which tries to avoid costing the time involved in coaxing a slow learner, praising a shy child or teaching someone to read, while recognizing that there is indeed a financial side to such everyday events.

A secret DES paper leaked in the summer
d suggestions about performance indica-
s by which whole schools might be
lged. One of these, promise not to laugh,
"teachers' demeanor". So remember in-
ure to walk briskly down the corridor. No
alking or looking slyly from alide to side.
at tramp at the school gate, by the way. It

What is especially bad is using performance indicators to foster the league table view of education. This was brought home to me the other day when someone slapped a list of universities' performance indicators in front of me with no prior notice. As I looked frantically for my own university in this welter of league tables about costs per

So there you have it. As
success is Fagin Academy,
opted-out school. Costs
income is actually earned,
learn their stuff, and discipline
Bill Sikes threatens to blow
anyone who disrupts lessons. And
each of our performance
the per than your average
ensive. Go for it. Mr. Bui

Extra:

Children's books

by Barry Hugill

Platform	4
Library	5
IMAP	10
School to Work	11
Overseas News	16, 17
Letters	18, 19
Features	20, 21
Talk Back	22
Review Hooks/Arts	23-25

cause they were offered cut-price. Likewise with council house sales." Tom Tucker, a founder of the

For their part, the critics - Labour, Liberal, Tory and cross-hench peers -

however, that he will look more sympathetically on an amendment introducing a section 12 type procedure. Whatever the amendment, the opposition parties are confident they will succeed in making it more difficult for schools to opt out.

They are confident of the support of the 16 Deputies who have signed a

It is understood that Mr. Baer argued with his Cabinet colleagues more money to be made available, but the Department's money

No 332 CROSSWORD

Mr Michael Boxall, company secretary of Tesco Pic, has been appointed as chairman of the Joint Board for Pre-Vocational Education.

December 15-16
An agenda on gender a conference
on women, education and
development organized by the
World University Service (UK), at
Bulmershe College of Higher
Education, Reading. Fee: £45
including accommodation and
meals. Details: Valerie Shawcross,
World University Service, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 132, 134, 136, 138, 140, 142, 144, 146, 148, 150, 152, 154, 156, 158, 160, 162, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186, 188, 190, 192, 194, 196, 198, 200, 202, 204, 206, 208, 210, 212, 214, 216, 218, 220, 222, 224, 226, 228, 230, 232, 234, 236, 238, 240, 242, 244, 246, 248, 250, 252, 254, 256, 258, 260, 262, 264, 266, 268, 270, 272, 274, 276, 278, 280, 282, 284, 286, 288, 290, 292, 294, 296, 298, 300, 302, 304, 306, 308, 310, 312, 314, 316, 318, 320, 322, 324, 326, 328, 330, 332, 334, 336, 338, 340, 342, 344, 346, 348, 350, 352, 354, 356, 358, 360, 362, 364, 366, 368, 370, 372, 374, 376, 378, 380, 382, 384, 386, 388, 390, 392, 394, 396, 398, 400, 402, 404, 406, 408, 410, 412, 414, 416, 418, 420, 422, 424, 426, 428, 430, 432, 434, 436, 438, 440, 442, 444, 446, 448, 450, 452, 454, 456, 458, 460, 462, 464, 466, 468, 470, 472, 474, 476, 478, 480, 482, 484, 486, 488, 490, 492, 494, 496, 498, 500, 502, 504, 506, 508, 510, 512, 514, 516, 518, 520, 522, 524, 526, 528, 530, 532, 534, 536, 538, 540, 542, 544, 546, 548, 550, 552, 554, 556, 558, 560, 562, 564, 566, 568, 570, 572, 574, 576, 578, 580, 582, 584, 586, 588, 590, 592, 594, 596, 598, 600, 602, 604, 606, 608, 610, 612, 614, 616, 618, 620, 622, 624, 626, 628, 630, 632, 634, 636, 638, 640, 642, 644, 646, 648, 650, 652, 654, 656, 658, 660, 662, 664, 666, 668, 670, 672, 674, 676, 678, 680, 682, 684, 686, 688, 690, 692, 694, 696, 698, 700, 702, 704, 706, 708, 710, 712, 714, 716, 718, 720, 722, 724, 726, 728, 730, 732, 734, 736, 738, 740, 742, 744, 746, 748, 750, 752, 754, 756, 758, 760, 762, 764, 766, 768, 770, 772, 774, 776, 778, 780, 782, 784, 786, 788, 790, 792, 794, 796, 798, 800, 802, 804, 806, 808, 810, 812, 814, 816, 818, 820, 822, 824, 826, 828, 830, 832, 834, 836, 838, 840, 842, 844, 846, 848, 850, 852, 854, 856, 858, 860, 862, 864, 866, 868, 870, 872, 874, 876, 878, 880, 882, 884, 886, 888, 890, 892, 894, 896, 898, 900, 902, 904, 906, 908, 910, 912, 914, 916, 918, 920, 922, 924, 926, 928, 930, 932, 934, 936, 938, 940, 942, 944, 946, 948, 950, 952, 954, 956, 958, 960, 962, 964, 966, 968, 970, 972, 974, 976, 978, 980, 982, 984, 986, 988, 990, 992, 994, 996, 998, 1000.

RSA diploma in specific learning difficulties Applications are invited from teachers and lecturers to join this part-time, one-year course commencing in January 1988. Details: The Dyslexia Clinic, St Bartholomews Hospital, West Smithfield, London EC1.

December 2, 3 and 4
in time of war
poetry and prose on the two world wars dramatized by Anne Harvey aimed at 13 to 16-year-olds and **Propaganda in the Third Reich**, a study day for A level students are two events organized by the Imperial War Museum. Admission is free but advance booking is recommended. Details

December 5
plus art and design courses,
VE, BTEC, CMAA etc organized
by the National Society for
Education in Art and Design at the
Institute of Education, London
University. Fee: £4.50. Details: The
Secretary, 5 Lapping Road,
London SW4. Tel: 01 720 2262

December 16-18
Institution links with schools for
Teacher Education
organized by the Standing
Conference on Physical Education
Teacher Education at Woolley
Hall, near Wakefield. Fee: members
75, others \$85. Details: M
utterworth, Carnegie
Department, Faculty of

EVENTS...

November-December 6
Craft North: An exhibition to promote local textiles, handicrafts and cottage industries in a domestic setting accompanied by demonstrations and Northumbrian pipe music at Shildon Art College.

December 11
Information technology and geography: a workshop for primary and middle school teachers organized by the Geographical Association at the Schools IT Unit, the North Kingston Centre, Richmond Road, Kingston.

22				
		24		

THIS WEEK

PLATFORM	16
DIARY	18
IMAGES	20
SCHOOL TO WORK	
CIVERSEAS NEWS	
LETTERS	
FEATURES	
TALKBACK	
REVIEW/HOOKS/ARTS	

RESOURCES/MEDIA/TT 36
PERSONAL COLUMN,
NOTICEBOARD
AND CROSSWORD.
CLASSIFIED 4

**Governors & Governing -
four page pullout**

Schools Prom
mental education

33

TI
Se

**Information and
of Book awards** **24,2**



Loose thinking

Michael Sterne joins the business school debate, started by Norman Flynn and Professor David Weir*, about management of the education service by market forces

The market fallacy
"Miniberg", says Professor Weir, "pronounced" that the more professional an organization, the more centralized its structure. ... "Units are naturally inclined to pursue narrow goals that pertain to their own function at the expense of broad or formal goals that pertain to the overall organization." The process by which individual schools working in isolation, albeit within a framework of a national curriculum, are to deliver Weir's more skilled, competent, national labour force - if that is indeed the function of education - is nowhere explained. Weir's argument appears to be the only thing that works is the market place; the Government is introducing the disciplines of the marketplace, therefore the Government must be supported. Which is to argue from an incorrect premise through a faulty observation in a false conclusion.

In the things it believes important, the Government is no more committed to the market than is First Secretary Gorbachov. Defence, agriculture, the police, even the National Health Service, are all well insulated. So, of course, will education continue to be.

In a truly free market, far too many people would prefer a reasonable diet, housing or clothing to the education of the labour force. Education is both consumption and investment; the consumer is the child, who has no choice. If both a public and a private good, it cannot be the subject of simple economic analysis. The time-scale for returns on investment is too long and the returns for the individual too uncertain. We spend the money because that is what civilized societies do.

Free-marketisers seem never to choose their examples from Sweden. Sweden, over 50 years, has been second only to Japan in rate of economic growth. It has consistently spent the highest proportion of its Gross National Product on the public sector of any developed nation. Japan and Sweden have in common that they were among the earliest in adopting universal compulsory education.

RE: CANTATA "I Have A Dream"

Advertised in the 30th of October issue.
John Bell's address is:-
42 Bonhill Avenue,
Waltham Abbey,
Essex, EN9 1LB.

A hundred years before that, Britain had the best educated population. Hence the industrial revolution started here. Today, Sweden and Japan retain nearly all their 18-year-olds in full-time education. Our proportion is almost the smallest in the developed world. Changing that should be the priority.

Free-marketisers believe that people make rational, economic decisions. Leaving aside the prerequisites of knowledge and information, the assumption is rebuttable by simple observation of the way real people behave. Why does the market not correct the imbalance in remuneration between men and women? Why do people pay very high rates of interest on credit cards while earning much lower rates on savings?

A popular irrationality is that you can foretell the future from the past. If markets are rising, they will go on rising. Lightning never strikes twice. The number 30 will not come up because it came up last time.

The free-market analogy is to work by offering choice of school (provided there is room), informed by the results of last year's examinations. The schools that do well should attract the most pupils and market forces will ensure that the others compete to do as well or go under.

The fallacy lies in the assumption that because a school did well last year, it will do well six years later. Heads, and circumstances, change. The bet is too risky for a rational person.

One of the main determinants of performance of a school is the nature of the intake. Pupils are both an input and an output. How does the market cope with that? And what produces the parents buying? Is it good education or status? Will it improve the labour force? If white parents choose the school which has the fewest black pupils? And what if there is only one accessible school?

Weir applauds a system in which "the majority" of people, as entrepreneurs, can, in his inelegant phraseology, stick two fingers at the rest of society: "It sounds unpleasant, but that's how it is."

and absurd - the majority cannot be entrepreneurs.

The time allocation fallacy
As a neophyte administrator in Manchester in the mid-sixties, I investigated various aspects of examination performance in the sixth form. I had the 11-plus scores of most of the candidates. I was able to compare the performance of the grammar and technical schools and found that the main variable affecting A level performance was the number of A level subjects entered.

The more subjects (and presumably the less curriculum time spent on each) the higher the pass rates in each subject. This outweighed the ability of the children at 11, sixth form size and group size. A grammar school entering pupils for an average of under three subjects had a pass-rate per subject inferior to a small technical high school entering each pupil for four subjects.

Then there is the second foreign language. There are a variety of arrangements for this. Mostly the pupils learn the second language for a few hours a week. Nevertheless, if the results are compared for the same pupils in the two languages, it is difficult to detect differences in performance.

The fallacy is in the 'model' of learning that is assumed. The brain is not a vacant receptacle awaiting the shovelling-in of knowledge. Nor is teaching to be equated simply with learning. It makes no sense to define a curriculum in terms of the time allocated to different subjects.

The testing fallacy
Manchester, in the mid-seventies, introduced testing at 7 and 12. What happened is typical. Initially, it was possible to identify in each school the best and the worst performing schools. Teams of inspectors visited them and they improved. As the years passed, the useful information from the tests grew less and less, perhaps because all had improved, perhaps because they had learnt how to ensure

they performed reasonably. Finally, it was insufficient to justify the expenditure of effort. In another authority, I recall seeing displayed on the walls of one classroom the words of a well-known word recognition test.

There was one school, St Wilfred's Newton Heath, which had remarkable results. In four years the results progressed from scores typical of the average to scores more usual in the better schools. I went and found parents everywhere - in the nursery, in a special provision unit, in the parents' group and in all the classrooms. The school had engaged nearly all parents as the prime educators of their children and partners of the teachers. This is better by far than a tiny, self-selected minority functioning as an unrepresentative and unhelpful group of parents. The tests were not necessary to identify them.

An active approach
In the mid-seventies, Her Majesty's Inspectors undertook two surveys, of primary and of secondary schools. They supplemented their subjective evaluation with objective tests. HMI found that the primary schools that performed best in the basic subjects were the schools which concentrated on broad learning activities. They found the secondary schools boring places, dominated by external curriculum, burdening their pupils with huge loads of writing. This, they attributed to the deadening effect of the exam system.

We need, creative, active, interested, curious and responsive school-leavers able to cope competently with a rapidly changing world where knowledge is not fixed and flexibility is of burning children endlessly. We need people who can make and design, with both books and computers. How they are taught and what ethos is more important than the subjects and the syllabus.

another school is accessible. Then, we cannot afford to let a school pass through a decade of waiting for market forces to do their work. We can afford to have independent bodies, like the one selected, with a feedback mechanism from two to five years of action.

I well recall attending a reception meeting at a school in Manchester and being assured by parents that A level results were excellent. I was informed that I may have been in luck at the results before the parents' meeting. The parents' meeting was a success, but the exam board was about to fail.

I did not say anything. I was not to convince them, anyway. Joseph later gave the school his motto as a school of proven excellence. The steady deterioration of comprehensive my own town was confirmed by the parents' meeting. Local parents, however, continued to assume the school, a former grammar school, must be a good one. They were protected by the authority that was which I worked for.

Amputating the leg is a treatment for a sore toe. Local education authorities may well be managed. Parents should be involved. Improving matters requires more than a bit of amputation. Leave it to the market. It is a delusion that many believe. Decisions taken in ignorance can lead up to a good decision. It is a delusion that many believe. Decisions taken in ignorance can lead up to a good decision. It is a delusion that many believe. Decisions taken in ignorance can lead up to a good decision.

Michael Sterne is a former education administrator who now works in the voluntary sector.

* A classic machine business Norman Flynn, TES, September 1987. An entry fee of 10p is to be paid for the book.

D	I	A	R	Y
I	A	R	Y	
A	R	Y		
R	Y			
Y				

The last Straw

Is Mr Baker fit? My sources tell me the Education Secretary has on at least three occasions refused to take part in live television debates with his opposite number, Jack Straw to discuss the new Bill.

Occasion One was when TV-am invited the two spokesmen to appear together on *Good Morning Britain* last Friday, the day the Bill was published. When Mr Baker's aides refused to put up any Minister for the hour, Mr Straw was invited to appear alone, and the programme's presenter explained why the Government was not represented.

Occasion Two involved the BBC's *Breakfast Time*. It too, having invited the spokesmen to appear, was told neither Mr Baker nor anyone else was available for the Friday programme. The producer, I'm told, then invited Mr Harry Greenway, the backbench Tory MP, to put the Government's case. Mr Straw agreed to appear. But on Thursday night, the item was pulled from the schedule and Mr Straw was told he wouldn't be needed.

Occasion Three also involved the BBC. *Newsnight* contacted Mr Straw's office, asking if he would take part in a discussion with Mr Baker. Mr Straw's aides were perplexed when he was asked to go, not to the *Newsnight* studio, but to the Corporation's Westminster studio. In the event, the two great men were interviewed separately by the same interviewer, but sitting in the same studio only yards apart. Mr Baker did not look happy.

Widespread criticism of the Government's Education Reform Bill has come from parents, teachers' leaders, local government politicians, educationists, the Churches, academics and students.

Mr Fred Jarvis, general secretary of the National Union of Teachers, said the Bill "threatened to break up the education system and set child against child, school against school, and render planning impossible."

Thousands of teachers' jobs would be put in danger, conditions of service would be worsened and professional responsibilities would be undermined, he said.

But there was support from the employers' organization, the Confederation of British Industry, whose newly-appointed director general, Mr John Banham, said the Government could count on its support, particularly for its plans for a national curriculum and devolution of spending to schools.

"British industry has to compete in intensely competitive world markets and its prospects will be damaged if there is further delay and foot-dragging in the introduction of those badly-needed reforms to the education system," he said.

But elsewhere there was overwhelming condemnation, particularly of the Bill's proposals on opting out, open enrolment and higher education.

Both the main teachers' unions roundly condemned the main reforms. Mr John Sutton, president of the Secondary Heads' Association, said the proposals would "damage the

education system".

"It is sad that Mr Baker has shown he is not prepared to listen more to the profession. If he is genuine about improving schools he has to carry the professionals with him."

Mr David Hart, general secretary of the National Association of Head Teachers, criticized the lack of detail which left many issues to be resolved later by secondary legislation. "There can scarcely have been a Bill which has given a Secretary of State so many powers by regulation. The power Mr Baker has given himself is, in my view, excessive."

The chorus of criticism is augmented by the other teachers' unions. Mr Peter Smith, deputy general secretary of the Assistant Masters' and Mistresses' Association, accused Mr Baker of ignoring "unprecedented public and professional society" about the plans. Mr Fred Smithies, of the National Association of Schoolmasters/Union of Women Teachers, dismissed it as "a patronizing and deluded assault on the common sense of parents". Mr John Andrews, of the Professional Association of Teachers, said Mr Baker had shown himself to be "persistently deaf" to teachers' opposition to grant-maintained schools.

Mr James Hammond, deputy general secretary of the National Confederation of Parent-Teacher Associations, said Mr Baker had ignored the views of parents. His organization was particularly concerned about the plans for opting out and the necessity for only a

simple majority of parents.

"We think it is ridiculous because it means that a single parent voting in a postal ballot can decide the fate of a whole school. It is totally undemocratic and we would very strongly urge Mr Baker to think again," he said.

Mr Neil Fletcher, leader of the Inner London Education Authority and chairman of the Association of Metropolitan Authorities' education committee, said the Education Secretary's plans to allow London boroughs to opt out of the ILEA would "fringe and destroy a popular high-quality education service". Out of 1,700 responses from individuals and organizations in Inner London, only 12 were in favour, he said.

However, jubilant Tory supporters were claiming Mr Baker had passed his first test in the crucial Wandsworth by-election last Thursday.

Labour, which lost the fight in Southfields by 274 votes, claims the Conservative candidate Mr David Farnthorpe, a 30-year-old researcher at his party's head office, won despite the education issues.

The Tories would have been seriously embarrassed if they had lost the by-election because Wandsworth is held up as a model local authority - and is one of the London boroughs planning to opt out of the Inner London Education Authority under the Education Reform Bill.

The borough's Tory leader, Mr Paul Boreford, said: "Mr Baker passed the test."



Fred Jarvis: teachers' jobs in danger



John Banham: voice of support

Ministers go with grain in Scotland

by Neil Munro

Government proposals for testing and establishing a core curriculum for pupils in Scotland, published last week, are significantly different from those in England and Wales.

Mr Malcolm Rifkind, the Scottish Secretary, announced details to MPs the day before Mr Baker's Bill was published.

Scottish Office Ministers, already sensitive to charges that their educational reforms are simply aping England, were keen to stress that their proposals go with the grain of Scottish education.

Primary pupils will be tested in English and maths only at the ages of eight and 12, which is the point of transfer to secondary education north of the border.

Mr Michael Forsyth, Scottish Education Minister, said there would be no legislation in Scotland, although the consultation paper does threaten it if education authorities and teachers fail to co-operate.

The results of the tests, which the Government insists will be diagnostic only, will be made available to parents and the new parent-run school boards which Ministers intend to set up in two years' time.

A consultative paper to discuss the implications for Ireland of the Bill in England and Wales is to be issued early in the new year by Education Minister Dr Brian Mowbray.

The document will give the Government's views on the ways forward in Ulster and examine closely how new policies on a national curriculum can best be applied within the province's different arrangements for taking account of existing curriculum development work. A wide range of views, as well as comments on and amendments to the Bill during its passage through Parliament, will be weighed before final decisions are reached.

Mr John Parkes is permanent under-Secretary of State for Education in Northern Ireland, nor Parliamentary under-Secretary as stated in the TES on November 13.

Churches find no solace

by Bert Lodge

For all the pleading by the Catholics and the remonstrations by the Anglicans, neither church had its misgivings relieved by the Bill's publication.

Both fear that individual church schools could float out of reach of the Church as well as the local authority. In the case of such of the 4,346 RC schools (all are voluntary aided), the diocesan bishop is the trustee and owns the buildings.

In October a deputation from the Catholic Education Council asked Mr Kenneth Baker to modify his proposals so that no Catholic school would be allowed to opt out without the consent of the trustee.

But the only sign of Mr Baker having heard their plea is a requirement in the Bill that the trustees must be informed of any proposed ballot of parents and will have the right to object if any application is made.

Since the publication of the consultative document, the Church of England has revealed a positively nostalgic fondness for the dual system, the partnership between Church and State set up by the 1944 Act.

Before the Bishop of London's open and strongly critical letter to Mr Baker in September attesting that local government was an essential element in the future of democracy, he had already appeared on the platform of the Campaign for Local Education launched by the local authority associations in the summer.

In the same week the Bill was published, Dr Graham Leonard, the Bishop of London, who is also chairman of the C of E board of education, met Mr Baker and, according to a spokesman at Church House, the spirit was "unpleasant". Yet, first perusal of the Bill yielded little comfort.

The trust deeds, almost all going back a minimum of over a hundred years, lay down what the school was founded for. The Church has always based its defence in the face of any attempt at interference on them. But the deeds can simply be varied at the will of the Secretary of State "in the interests of the church".

A new ERA...

The GERBIL may be a past, but even the Diary has to report something which is clearly of obvious public interest. So here are 10 things you should know about Mr Baker's Bill.

1 It is officially entitled, some would say pompously, The Education Reform Bill.

2 Ergo, it will one day become the Education Reform Act 1988. This will start a new ERA in education.

3 It runs to 182 pages.

4 It has 147 main clauses, 149 supplementary clauses and several hundred sub-clauses.

5 There are, according to the Labour Party, 178 new powers given to the Secretary of State under the Bill.

6 It weighs just under 13 ounces.

7 Opting-out takes up most space, with 42 clauses.

8 Religious education, takes up least, with one clause.

9 Everything else lines up in between: higher and further education 83 clauses, disposal of assets 24, national curriculum 16, financial devolution 14, ILEA 12, open enrolment six.

10 You now have a "league table" which reflects, roughly, the degree of difficulty the Government expects on each issue.

Acronym

Mr John Parkes is permanent under-Secretary of State for Education in Northern Ireland, nor Parliamentary under-Secretary as stated in the TES on November 13.

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Ministers have been given confidential advice on maths testing and attainment targets. Sarah Bayliss reports

Measured up and approved - with provisos

Attainment targets for children studying mathematics in primary schools have been given conditional approval by a team of academic experts advising the Department of Education and Science. Their main reservations, contained in a confidential report to ministers, concern time and money.

The team concludes that a valid system of notional targets in maths could be devised and help raise standards. However, there are "realistic and essential" provisos; such a system would take between 9 and 15 years to implement fully and would be expensive in terms of research, trialling and in-service teacher training.

Other important reservations are that there should not be undue emphasis on written work and that no child should sit a written test before the age of eight. Targets should also be part of an integrated system of assessment recorded by teachers throughout the school year.

Nor should tests be explicitly related to age. Instead - like graded tests in music - there should be a "developmental hierarchy" of targets which children of any age could tackle. However, a system of national sampling could be used to inform parents, teachers and the Government, what proportion of children normally reach certain targets by certain ages.

The report, a copy of which has reached *The TES*, runs to more than 160 pages and was commissioned by Sir Keith Joseph, the former Secretary of State for Education.

It is a feasibility study on attainment targets and assessment in primary maths which arose from recommendations in the White Paper, *Better Schools*. For 10 months during 1986/87 a team was based at Kings College, London, under the direction of Dr Brenda Denyer and Dr Margaret Brown.

According to a spokesman of the DES the report has been sent to the working group on maths, of which Dr Brown is also a member. The group is to advise the DES about assessment and programme of work for implementation under the new Education Act.

A spokesman added that the study had also gone to ministers "in recent days" but that no date had been fixed for publication.

Rolph Schwarzenberger, professor



Weights and balances: a hierarchy of targets for children of all ages to tackle

of mathematics in the department of science education at Warwick University and chairman of the study's steering committee, says that the Government's timetable for action announced in April 1987, "made even greater demands on the team".

Their report, he says, is not political but educational, making it clear that "attainment targets may bring both negative and positive consequences, outlining possible ways in which the latter might be enhanced and the former might be mitigated".

Approached by *The TES* this week Professor Schwarzenberger summarized the study's main findings on national targets in the following way: "If you're going to do it, do it properly knowing that it will be very expensive."

The report points out that such a development for assessment in primary education has not been attempted this century. Although it is deemed possible, there is no guarantee that it will raise standards and so, according to the authors, "there is likely to be an element of risk in the undertaking".

They conclude that "if any attempt is made to cut corners, for example by asking the working group to propose detailed targets without a basis of adequate research, or by economizing on the initial trialling or on the in-service training... we believe there is a vasty increased risk that the undesirable effects will outweigh the desirable ones."

An under-researched system would be rejected either at once or after an initial attempt "which would prove costly in human as well as in financial terms".

The study underlines the role of teachers in making the new system effective. Increased knowledge, commitment, enthusiasm and confidence will improve teaching and thus children's attainment. These qualities could be enhanced if assessment is introduced properly.

A one-year widespread consultation programme is envisaged and would allow teachers to comment on individual proposed targets via their local authority.

A major programme of in-service training is also advocated for all primary teachers - regardless of the age of their pupils. Most INSET would be at the level of either groups of, or individual, schools. Advisory teachers - one for every 30 to 40 schools - would be needed.

The authors point to the absence of "free periods" and conclude that nothing less than four days of in-service - eight half-days - for all primary teachers in each of three or four years - would be adequate.

They say that without this costly but essential element "the teaching and learning of mathematics are unlikely to improve".

The report's most controversial argument, which ministers will find hardest to swallow, is that targets should not be explicitly related to age but should be arranged as a series, linked into a classroom programme of regular assessment.

This week the new Education Bill said children would be assessed towards the end of the school year in which the majority reached the ages of 7 and 11.

The study's authors describe the wide range of mathematical attainment which exists among children of the same age and which was recognized by the Cockcroft Report. This found a "seven-year difference" between the ages at which high-attaining and low-attaining pupils acquired the same concept.

"A single set of targets for a given age range will therefore be inadequate since a focus on what 'most' children will attain - that is the middle or the

range - will not generate any appropriate targets for low attainers nor yet provide sufficient challenge for high achievers."

Targets for particular ages would lead to streaming, conching and teaching to the targets, they say. Schools would group children to reflect the structure of the targets which would mean "inappropriate work being set for the many children who were wrongly assigned or demonstrated specific strengths and weaknesses". This would also lead to an undesirable "labelling" of children.

The report says that attainment targets should be arranged in a hierarchy "corresponding to children's development with a progression in each of many separate strands of mathematics. The hierarchy should be the basis for a continuous record of a child's progress over a number of years."

This structure is the most likely to provide appropriate short-term targets for each child, without narrowing a child's horizons in the longer term.

The targets should be set in a framework of mathematical aims, each of which would relate to a specific topic. The aims would take the form of: "The child knows, understands and can apply..."

Fourteen examples of aims are given in the report. For example, the concept of shape, for which flat shapes (two dimensions), solids (three dimensions), edges, congruence, symmetry, angle, and rigidity.

Some of the aims and the targets associated with them, would be harder for teachers than others and the most obvious is "logical reasoning". This explanation - "the idea of proof and explanation" - would need to be emphasized during in-service training.

The study differentiates between monitoring - which provides information about individual and group attainment - and diagnosis - which looks for reasons for the assessment.

It argues, however, that the two naturally conflicting systems should be integrated and that assessment undisturbed by nationally validated tests. The same framework and flat of

Charles angers community work plan's critics

Prince Charles has issued a public rebuke to those who oppose the idea of national community service for young people. He calls them "a vociferous minority" - a description which has angered the major youth service and youth bodies.

The phrase appears in an article by the prince in the *Economic and Social Research Council's* newsletter, in which he argues strongly for the introduction of some form of national service of this kind. Calling on the council to explore the possibilities, he says the idea should be considered seriously "and not just swept under the carpet each time it is raised because there is a chorus of criticism from a vociferous minority".

Prince Charles points to the waste of talent and energy and enthusiasm caused by youth unemployment, and says that such under-utilized energy can lead to anti-social frustration. He says that there is much that needs to be done in the country helping and caring for people, and improvements that could be made to the environment.

"All of us at some stage or other need to be encouraged to do things that we initially don't like the idea of, but which, on doing them, we find to be not nearly as bad as we originally feared."

"Community service of some kind or another may not appeal to everyone, but I am convinced that many young people would benefit greatly through the discovery of hidden talents and abilities."

Youth workers are dismayed by the prince's statement not only because he is so dismissive of opposition to his views, but because his arguments, they say, closely match that of Youth Call, the lobby group for a national scheme. Although at one time strongly backed by Dr David Owen, then leader of the

Social Democratic Party, and some other prominent figures, the lobby has encountered - almost - unanimous opposition from the youth service, youth organizations and, in particular, the local voluntary agencies already organizing community work for young people.

The latter feared that any attempt to impose a national scheme - either compulsorily, or by strong moral pressure such as the prince's "encouragement" would turn their youngsters against voluntary activity altogether. And the lobby's opponents fear that, having made little headway in public controversy, it is now working behind the scenes to influence people like Prince Charles.

Ms Rachel Burnham, chair of the British Youth Council, said this week: "Prince Charles is quite wrong in thinking that he is opposed only by a minority. Our members have made it plain repeatedly that they don't want this."

Mr Francis Cattermole, director of the National Council for Voluntary Youth Services, said: "Most of the voluntary youth service does not see a national community service scheme as an answer to the needs of young people, and does not think it makes sense by itself. On the other hand, most people would very much welcome opportunities for young people to be active in their communities as part of a well-planned education and training programme for the 16 to 18-year-olds."

Ms Suzanne Reeve, the ESRC's acting chairman, announced in the newsletter that the council, which she says is already supporting a range of work related to the problems identified by Prince Charles, will consider how this can be extended and will "respond to the challenge with enthusiasm".



Rachel Burnham: majority opinion



Prince Charles: talent discovery

First awards for firm's training schemes

The dream that one day Britain's employers will vie with each other in training came a step nearer last week. More than 1,000 firms had competed for the first batch of national training awards announced by the Manpower Services Commission.

The 60 winners ranged from the Metropolitan Police to a children's hairdressing chain. There were separate categories for foundation training - awarded mainly for Youth Training Schemes - and for mainstream adult training.

Three special awards were presented by Sir John Harvey-Jones, former chairman of ICI, and this year's national training award "patron", to firms he selected himself. They went to a Glasgow cake manufacturer for its training of three young managers, a GEC division for retraining 300 en-

gineers, and to IBM because Sir John was impressed by the quality and quantity of its YTS training for minority groups.

He said that he regarded the patron's awards as "an extremely important gift" which reflected the things he cared about.

"They are my means of trying to put a bit of influence into tomorrow's world," he said.

Present at the ceremony was a further education officer from Hampshire whose department proved to the MSC that training awards were practicable. Mr Keith Hudson, director of the county's adult programmes, set up a scheme with local firms last year.

One of his staff told *The TES*: "We certainly wouldn't claim that the national awards were our idea, but you could say we provided a pilot, and we hope that local awards will develop alongside the national ones."

Next year, colleges will be able to enter for the awards in a special section for organizations providing training courses.

Edited by Sarah Bayliss

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Primary Index

Sex in the infants	20
Industry fodder	22
Information books	24-29
Scottish Children's books	35-42



A Business Experience

UNIM, the computer-assisted business game which allows students aged 16 and over to experience what is involved in running a business, is now available at a new subsidised price of £20.

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lowest proportion reported of independent schools of all kinds, described in the report as "public schools", comprise

Geraldine Hackett meets a group of teachers and industrialists who spent a weekend working on ways to improve the curriculum's relevance to industry

Learning the nuts and bolts

Pupils at Primrose Hill school in Birmingham may get their own production line soon, to make linges and bolts for a local factory.

That was among the ideas to emerge from a two-day residential "brainstorming" session for teachers and industrialists. A works director offered to supply the materials needed for classes to set up and run their own manufacturing firm.

More than a third of the school's 60 staff spent most of last weekend with the industrialists working out ways to help pupils comprehend the needs of industry and to devise activities that would break down subject barriers. Local firms, the National Girobank, and the engineering training board paid the hotel bill.

The schemes ranged from the production line to a tourism project, with travel agents being asked to judge the best holiday brochure. One suggestion was that local firms could be asked to help pupils to design equipment for handicapped people.

Primrose Hill is a large comprehensive in Kings Norton where staff have been considering the problems of introducing cross curriculum work that draws on the experience of pupils going out to local firms. The English department was particularly impressed at work produced by fourth-years who had spent time with local companies. "At the moment it is TVEI pupils that go out, but it could be many other students," said Mrs Linda Drake, an English teacher.

The intention is not to turn out operatives for industry but to work in partnership with firms. Mr Peter Thorpe, deputy head of the upper school, points out that industry in the West Midlands has been run down and the school would do pupils a disservice by turning out "factory fodder".

As part of the weekend, teachers and the eight executives from companies and training boards, had to organize their own mini-enterprise making water plant sprays.

Before any projects get off the ground, the 24 teachers on the course will have to convince the rest of the staff that such ideas would be an improvement of the curriculum.

And, as the school's head, Mr Gordon Green, a former president of the National Union of Teachers, pointed out at the end, the teachers not present may be sceptical or cynical, or concerned that their areas of responsibility were being threatened.

● Certificate of pre-vocational education students at Birmingham's Joseph Chamberlain sixth form college have designed and fitted out their own careers room, complete with computer wiring. They will use it to run their own computer-linked career information service for the college.



Teachers and executives organized their own mini-enterprise.

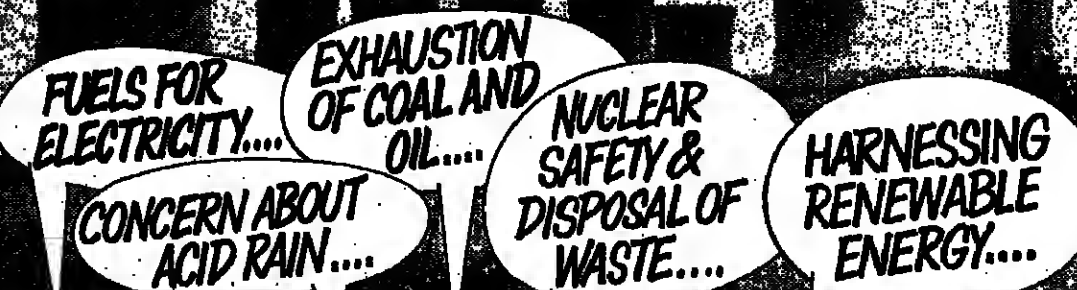
Education - open horizons



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The much-heralded Great Education Reform Bill has now been published and is due for its second reading in the House of Commons next Monday. In the next four pages, we reprint key passages from the Bill, and TES reporters analyse each section, its likely impact, and any changes made as the result of the consultations.

Gaining leverage

Mr Kenneth Baker introduced the Education Reform Bill into the House of Commons last Friday with the claim that it was "a charter for better education". He added, "Its fundamental purpose is to level up educational standards."

"The Bill will galvanize parental involvement in schools. Parents will have more choice. They will have a greater variety of schools to choose from. We will create a new type of school. Parents will be far better placed to know what their children are being taught and what they are learning."

"The Bill will also release and focus the energies of headteachers, their staff and school governors. Control of school budgets will be pushed down to the level of individual schools. And the Bill will introduce competition into the public provision of education. This competition will introduce a new dynamic into our schools' system which will stimulate better standards all round."

The Bill, which has 147 clauses, will receive its second reading on Monday. Ministers expect that it will complete its committee stage by Easter and have passed through the House of Lords by the summer. They hope to have it on the statute books by autumn of next year.

Despite the unprecedented 16,500 replies received by the Department of Education and Science in response to the consultative documents published earlier this year, many of them critical of the planned reforms, the Government has made little alteration to its proposals.

Only three major changes have been made to the Bill as outlined in earlier documents. The curriculum section has been amended to seem less prescriptive; chief education officers will be required to advise governing bodies on the appointment of heads; local councillors will be eligible for election to the chairmanship of further education colleges.

The Government has not changed its proposals on the break up of the Inner London Education Authority, but has added a clause giving the Education Secretary power to abolish the IEA entirely if eight or more of the 13 boroughs decide to opt out. If that were to happen the remaining five boroughs would be obliged to take over responsibility for their own education.

As widely expected, Mr Baker has retreated

from the suggestion that the three core subjects of the national curriculum - maths, English and science - along with seven foundation subjects should take up 90 per cent of the school timetable.

"We don't intend to lay down either in this Bill or in secondary legislation a precise percentage of subjects," he said. "It will be up to schools, heads and local authorities to deliver the national curriculum and bring children up to the level of attainment targets."

The plan to introduce testing at the ages of 7, 11, 14 and 16 goes ahead although Mr Baker explained that he was flexible about those at 7. Curriculum content will be determined when the working groups empowered to advise the Education Secretary have reported. Mr Baker has given himself powers to introduce secondary legislation laying down "broad guidelines for programmes of study". He will also introduce secondary legislation specifying the form that the tests should take.

In a major concession to the Churches, Mr Baker has required I.e.s.s. governing bodies and headteachers to ensure that religious instruction is taught for a "reasonable time" in every school. And in its opening paragraphs the Bill asserts the obligation of schools to provide "a balanced and broadly based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils."

In the most controversial section of the Bill, governors of all secondary schools and every primary school with more than 300 pupils are given the right to apply for grant-maintained status independent of the local authority. Applications must be supported by a simple majority of parents voting in a secret ballot.

The Bill contains no time-limit to be met before a grant-maintained school could apply to change its character. It states that a school wishing to change its status must apply to the Education Secretary.

No reference is made in the Bill to school charges nor to bogus degrees. The Government intends to move amendments, probably during the committee stage, empowering local authorities to charge for certain activities, and to stop institutions offering bogus degrees.

Barry Hugill



EDUCATION REFORM BILL

The major proposals are:

- An end to artificial limits on parents' first choice of schools.
- Control of school budgets to be handed over to governors of secondary schools and larger primaries.
- Schools to be given the right to "opt out" of local authority control and receive direct government funding, subject to a simple majority vote.
- A national curriculum with three compulsory subjects - English, maths and science - and seven foundation subjects.
- Testing for all children at 7 (or thereabouts), 11, 14 and 16.
- A compulsory daily act of collective worship although pupils could be put in separate groups.
- Religious education to be taught for a "reasonable time" in every school.
- Individual London boroughs to be allowed to opt out of the IEA.
- Polytechnics to be established as semi-independent corporations.
- Commissioners to review university charters to abolish academic tenure.
- A University Funding Council to replace the University Grants Committee.
- A Polytechnics and College Funding Council to administer Government funds.
- Control of further and higher education college budgets to be devolved to governing bodies.
- Reform of the size and composition of the governing bodies.

OPEN ENROLMENT

Local education authorities and governing bodies of voluntary-aided schools will lose the power to set a ceiling on school admission limits. That power will instead pass to the Secretary of State.

The Government's intention is to ensure school admission limits are not set at a level lower than their physical capacity. To this end, every school will have to take pupils until its "standard number" has been reached. This is defined as either the number admitted in September 1979, or in its first year if it is a new school. The standard number will also be raised automatically if extra pupils are admitted next September, the year before the legislation is expected to take effect.

If a school governing body decides it has room to take in more pupils, it can apply to the I.e.s.s. to raise its admission limit. If the I.e.s.s. refuses, the school can apply directly to the Secretary of State.

The same process applies if the responsibility for admissions lies with the governing body. The I.e.s.s. can apply to the Secretary of State if it decides the governors have fixed an artificially low ceiling.

I.e.s.s.s and schools will lose their powers to lower intakes, which will pass instead to the Secretary of State. If whoever is responsible for admissions wants to lower a school's intake, it must publish its proposals.

Any 10 local voters can get together and object to such proposals. So can governing bodies of schools affected by the plans. This will allow parents campaigning to get their children into a popular school a formidable weapon against any attempts to lower the intake.



Competition for full capacity

Publication of the proposals will be followed by a two-month period during which objections, which may also come from surrounding local authorities, may be made.

The Secretary of State will then be

empowered either to refuse the application, approve it, or after consultation fix an admissions number somewhere between the current and the proposed limit.

I.e.s.s.s or governing bodies must

Open enrolment

17 - (1) The authority responsible for determining the arrangements for the admission of pupils to any county or voluntary school shall not fix as the number of pupils in any relevant age group it is intended to admit to the school in any school year a number which is less than the relevant standard number.

18 - (1) ... The standard number applying to the school for a given year shall be:

- (a) the appropriate pre-commencement number (ie the 1979 number), or
- (b) the number of pupils in that age group admitted in the school year immediately preceding the commencement year, whichever is the greater.

(6) ... The Secretary of State may by order vary any standard number that would otherwise apply to an individual school by virtue of the preceding provisions of this section.

19 - (1) Where the authority responsible for determining the arrange-

What the Bill says...

ments for the admission of pupils to any county or voluntary school, it shall apply to the Secretary of State for an order under subsection (6) of section 18 of this Act reducing any standard number applying to the school under that section, they shall publish their proposals with respect to the reduction in such manner as may be required by the Secretary of State and submit to him a copy of the published proposals, together with (3) in the case of proposals published by a local education authority, any of the following may, before the end of the period of two months beginning with the date of first publication of the proposals, submit objections to the Secretary of State:

- (a) any local or voluntary governing body for the area of that authority;
- (b) the governing body of any school affected by the proposals; and
- (c) any other local education authority concerned.

keep admission limits under review, "having regard to any change in the school's capacity to accommodate pupils" (clause 18).

A school's capacity will be considered to have changed if "there is any change in the amount of accommodation available for use by pupils in the school", or if "there is any change in the number of pupils for whom accommodation may lawfully be provided at the school" (clause 22).

The immediate impact of open enrolment will vary from area to area, and will be most dramatic in author-

ities badly affected by falling school rolls. This is because authorities will lose their power, under the 1944 Education Act, to set limits up to 10 per cent below a school's physical capacity.

But the effect will be felt everywhere. Once financial management is devolved to schools, they will be faced with the need to compete for pupils. Successful schools will be able to expand up to their 1979 capacity, while others will eventually, perhaps years of decline, go to the wall.

Critics of open enrolment insist that present system achieves, or even exceeds, choice consistent with providing opportunities for all state pupils. They point out that under open enrolment, any improvement will be slight, and achieved, they argue, at the expense of parents whose children remain in less popular schools.

A second area of contention, highlighted by the recent case of Dewsbury parents who are refusing to send their children to a mainly Asian school, is whether open enrolment will lead to an increase in the number of racially segregated schools. Significantly, this is not denied by Government Ministers.

Mr Baker last week pointed out there were already 250 schools in the country where 75 per cent or more pupils come from ethnic minority backgrounds. The Government believes private choice should prevail.

Changes: none

Implementation: September 1990.

Jeremy Sutcliffe

Laying down the foundations

NATIONAL CURRICULUM

As expected, the clauses on the national curriculum pave the way for a foundation curriculum for 5 to 16-year-olds that will be backed up by programmes of study, attainment targets and assessment at around 7, 11, 14 and 16.

The package, hailed by the Education Secretary as the "bedrock" of the Government's Reform Bill proposals, is designed to bring coherence to the system, raise standards in schools by making the goals more explicit, and provide pupils with the "knowledge, skills and understanding" they need for adult life.

The clauses differ little from those outlined in the Government's much-criticized national curriculum consultative document. A move to strengthen the position of RE and a promise to set up a Curriculum Council for Wales are the only two concessions made.

Mr Baker might rightly claim widespread support for the principle of a national framework. But he will know only too well that the debate over detail still has plenty of time to run.

The Bill merely sets out the scaffolding. Programmes of study, attainment targets and assessment and testing for individual subjects by order. Consultation lasting at least a month will be followed on draft orders for programmes of study and attainment targets alone.

Unless amended, the legislation will apply only to maintained, including grant-maintained, schools in England and Wales.

Pupils will take core subjects in English, maths and science, and in Welsh in Welsh-speaking schools. The foundation subjects will comprise history, geography, technology, music, art, P.E., and at secondary level, a modern foreign language. (Welsh will become a foundation subject in the principal's non-Welsh speaking schools, but the Education Secretary will have the power to order that this should not apply.)

Youngsters will be assessed towards the end of the school year in which most children in the class reach 7, 11, 14 and 16. In mixed age classes, heads will be able to defer assessment for those who are too young.

The Government stops short of making RE a foundation subject. But in a move to placate the Churches, it restates its commitment to those sections of the 1944 Education Act that make religious instruction compulsory and that stress the importance of pupils' moral and spiritual development. The Bill also makes new provision for parents to complain if RE is not taught.

The Bill does not specify any timetable for implementation, but it does impose a duty on the Education Secretary to establish a "complete" national curriculum "as soon as is reasonably practicable", taking the core subjects first.

It also provides for core and foundation programmes of study and attainment targets to be ready so schools can adjust their timetables. The Government wants to get moving, probably in September 1989. By that date, detailed packages are only likely to be available for maths and science.

Welsh provision

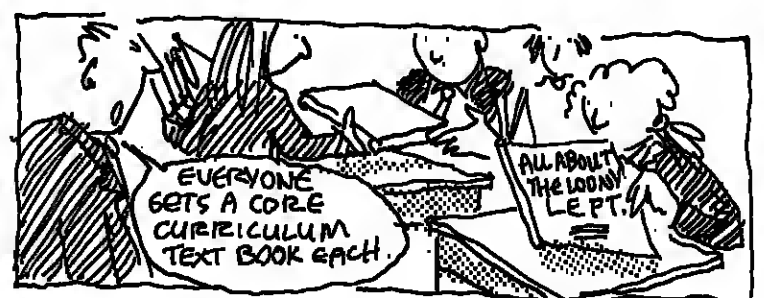
The Bill makes separate provision for Wales on a number of issues affecting schools and colleges. The national curriculum, for example, will include Welsh as a core subject in designated bilingual schools and those in Welsh speaking areas.

It will be taught, as a foundation subject in the rest of the country, but will be able to exempt schools in Anglicized areas if the majority of parents are against its introduction.

A separate curriculum council for Wales, with extensive consultative powers will also be established.

No changes are envisaged at higher education level in Wales - teacher training colleges, higher education institutes and the polytechnic of Wales will remain under I.e.s.s. control.

Iola Smith



In a further regularizing move, the Bill bans the teaching of any course leading to an external qualification unless the qualification and syllabus have been approved by the Secretary of State or a designated body. (This applies to qualifications "authenticated" by anyone except the school's staff.) The Education Secretary is given reserve powers over qualifications offered to 16 to 19-year-olds in full-time education.

To maintain some degree of flexibility, the Education Secretary will be able to amend, by order, the list of core and foundation subjects, the key ages, and attainment targets, programmes of study and assessment arrangements. The requirement to assess at around 7 will be amendable for particular subjects.

Individual schools might be excluded from all or part of the national curriculum so development work can take place.

Proposals to safeguard special needs pupils are the same as those outlined in the consultative document and, as such, are likely to be further criticized as inadequate. Statements made under

of the 1981 Education Act will be able to specify modifications to the national curriculum. The Education Secretary will be able to lay down any modifications that should apply in certain circumstances in his national curriculum orders.

A National Curriculum Council for England and a Curriculum Council for Wales will replace the non-statutory School Curriculum Development Committee to keep the curriculum under review, advise the Education Secretary on research and development and publish and distribute information.

A School Examinations and Assessment Council will replace the non-statutory Secondary Examinations Council to review assessment and exams and arrange for moderation of assessment.

The NCC will play a central role in consultation about programmes of study and attainment targets, and about amendments to core and foundation subjects or key ages. (The CCW's function differs slightly here.)

The three statutory bodies will each consist of 10 to 15 Government appointees who will have to "comply with any directions given and to act in accordance with any plans approved by the Secretary of State."

On resource implications, the Government estimates that additional public expenditure will rise to £33 million in 1990/91. But the figure only covers the setting up and work of the NCC and SEAC, research and development, particularly on assessment and testing, and the administration of assessment, for which I.e.s.s. will not be charged.

I.e.s.s.s, governors and heads will have to direct some resources as the national curriculum is progressively introduced, the Bill's preamble says. Central government will have to do the same via education support and training grants.

The introduction of the national curriculum, along with new admissions arrangements for schools, may call for some redeployment "within planned overall teacher numbers".

It was presumably because of the NCC's lack of competence on the curriculum that Mr Baker last week went out of his way to appear conciliatory.

He has been deluged with warnings that the national curriculum will be too prescriptive and will squeeze out a host of subjects and cross curricular themes, and that nationally prescribed tests will narrow the curriculum and lower standards by confronting children with failure and putting them off education.

CHANGES: RE singled out as compulsory non-foundation subject. Parents will be able to complain through new machinery if it is not taught.

Only 70 per cent of time to be spent on core and foundation subjects. Instead of 80 to 90 per cent.

Wales will get its own Curriculum Council for Wales.

Complaints about aspects of I.e.s.s. provision to go through a new I.e.s.s. complaints procedure first rather than directly to the Secretary of State.

IMPLEMENTATION: No dates given.

CTC protection

Sponsors of city technology colleges will have their investments protected by legislation to ensure that they do not lose out financially if future policy changes lead to closure.

Although they are referred to as "independent schools" in the Bill, they will be required by statute to provide free education to pupils of all abilities, including those with special needs.

Yet the Church of England has said it does not want to see separate acts of worship being interpreted as separation by faith.

Bert Lodge

CHANGES: One - the consultative document asked whether the law on compulsory attendance at school worship should be revised for pupils over the age of compulsory schooling. No such proposal is made.

IMPLEMENTATION: Not known.

Ian Nash



True to the multi-faiths

WORSHIP

The Bill proposes that headteachers, after consultation with their governors, may provide for either a single act or separate acts of collective worship for groups of pupils held at any time during the school day.

Collective worship in maintained county schools must continue to be non-denominational.

In their response to the consultation paper, the National Association of Head Teachers remarked that it was often more appropriate to hold assembly at other times than the beginning of the day "and schools, using their common sense rather than the letter of the law, have been doing that for years". The Bill legalizes what had become widespread practice.

At the same time, in removing the requirement that the school day begin with a single act of worship, the Bill also removes the excuse some schools used for having none at all, namely, that they did not have a hall big enough to take the whole school together. But such schools may also see the abandonment of the insistence upon the solemn, single act of worship ushering in the day as a sign that they need not bother too much with the new law either - as the Conservative Family Campaign fears.

The Church of England, although welcoming more flexibility about when worship can take place, still has reservations about the Bill. Mr Colin Alves, secretary to the CoE Board of Education, said: "Some heads and boards of governors not sympathetic to the Church could see it as a sign that they need not accord school worship much significance."

More informally, there are signs that evangelical groups, through gaining seats on governing boards, have produced the wayward head. Inner London teachers were warned last year to make sure their assembly had a religious content after the authority had itself been asked by the Department of Education and Science for reassurances about the quality of RE and worship in its schools.

But the Bill does nothing to resolve nagging doubts about the character of the act of worship. A summary reaffirms the wording of the 1944 Act that "it shall not be distinctive of any particular religious denomination". In those days everybody knew what that meant - a reassurance to the Free Churches and the Anglicans that neither would be allowed to use assembly for a bit of crafty proselytizing nor would any Hail Marys creep in.

But in these multi-faith times, the sanctity has extended beyond Christian denominations to include other world religions with a resultant weakening of Christianity's predominance in school worship. Acts of worship have been devised for the multi-faith school which seem more concerned not to offend anybody than to affirm anything.

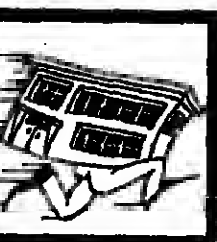
The result is a bland syncretism or an interpretation of worship as "the celebration of things of supreme worth" such as "Creation" or "Neighbours" or "Water". Nothing much to satisfy believing parents of any faith. Yet the Church of England has said it does not want to see separate acts of worship being interpreted as separation by faith.

Bert Lodge

CHANGES: One - the consultative document asked whether the law on compulsory attendance at school worship should be revised for pupils over the age of compulsory schooling. No such proposal is made.

IMPLEMENTATION: Not known.

Ian Nash



Secret vote on status

OPTING OUT

Governors of any county or voluntary secondary school, or a primary school with more than 300 pupils, will be able to apply for grant-maintained status. But the Secretary of State will only consider the application after a ballot of parents. A simple majority will be required for an application to succeed.

If the governors are not interested in opting out, parents can go ahead with an application by asking the governors to organize a ballot. At least 20 per cent of parents will have to sign the request, which the governors cannot refuse.

The ballot must be a secret, postal one. If there is a majority in favour, then the governors must, within six months, publish plans for the acquisition of grant-maintained status.

The plans will have to contain specified information about the existing school and the reasons for wanting grant-maintained status. They must make clear that objections to the plans can be made and they must spell out the school's proposed admissions policy, the number of pupils who would be admitted, arrangements for the "induction" of newly-qualified teachers, an explanation of the school's status and character, and the composition of the governing body.

Local electors, existing governors, the local authority or the trustee of voluntary schools, as well as parents, can make objections within two months of publication of the proposals.

It is possible that a school could

apply for grant-maintained status because it is facing closure, or because the L.E.A. is considering a reorganization that would change its character. If this is so, the Secretary of State will consider both sets of proposals together, but will reach a decision on the grant-maintained application first.

This has raised worries that local authority reorganization proposals could be delayed while the Secretary of State is making up his mind on an opting-out application.

If grant-maintained status is approved, the school must have a governing body of five elected parent governors, one or two elected teacher governors, the head and a sufficient number of co-opted governors from business and the community to outnumber the other governors.

At least two of the co-opted governors must be parents when they take office; the Government says this will avoid objections that it is unfair and undemocratic that the co-opted members should have a majority.

The Education Secretary will also have the power to opt co-opted governors if the school has difficulty, or is unwilling, to appoint them. He will also be empowered to appoint up to two additional governors if he feels the school is not being managed adequately.

The new grant-maintained school will take over the premises from the L.E.A. which will no longer have any responsibility to maintain them.

The authority will not be able to dispose of any of the school's assets during consideration of an application

Grant maintained schools
57 (5) Any county or voluntary school is eligible for grant-maintained status, with the exception of a primary school which has less than 300 registered pupils.

44 (1) In the case of any school which is eligible for grant-maintained status, a ballot of parents on the question of whether grant-maintained status should be sought for the school shall be held in accordance with section 45 of this Act if either:
(a) the governing body resolve (by a simple majority) to hold such a ballot; or
(b) they receive a written request to hold such a ballot which meets the requirements of subsection (2).

(2) Those requirements are that the request must be signed (or otherwise endorsed) in such manner as the governing body may require by a number of parents of registered pupils of the school equal to at least 20 per cent of the number of registered pupils at the school.

(3) For the purposes of subsection (2) above, it shall be for the governing body to determine any question whether a person is a parent of a registered pupil at the school.

for grant-maintained status. Nor will it be able to employ or dismiss staff without the governing body's agreement.

Schools which opt out will retain their original form - a comprehensive will remain a comprehensive, a grammar a grammar, and so on. The Secretary, however, may apply to the Secretary of State for a change of status. They would have to publish statutory proposals outlining their plans to which objections could be made.

Grant-maintained schools will receive funding equivalent to that received from the L.E.A. This means that opted-out schools in, for example,

What the Bill says...

(4) On the occurrence of either event mentioned in subsection (1) above, it shall be the duty of the governing body:
(a) to secure that a ballot is held in accordance with section 45 of this Act within the period of three months beginning with the date of the resolution or (as the case may be) the date on which the request was received

(b) to give notice in writing that such a ballot is to be held to the local education authority and also, if the school is a voluntary school, to the trustees...

45 (2) The arrangements shall provide for a secret postal ballot.

45 (1) This section applies where in the case of any school which is eligible for grant-maintained status the result of a ballot held in accordance with section 44 of this Act shows a simple majority in favour of seeking grant-maintained status for the school.
(2) It shall be the duty of the governing body of the school, before the end of the period of six months beginning with the date on which the result of the

London, will almost certainly receive more than those in North Yorkshire. The new schools will also receive a 100 per cent capital expenditure grant. They will be subject to the provisions of the national curriculum in exactly the same way as L.E.A. schools.

The local authority which formerly maintained the school will retain responsibility for the provision of certain services and benefits. It is not clear what this means, as the Bill only spells out the provision of transport and the payment of clothing allowances. But it is assumed that it will cover the medical provisions made by L.E.A.s.

If the governing body of a grant-maintained school wants to discon-

tinue the school, it must publish proposals to which objections may be made.

If the Secretary of State wishes to discontinue a grant-maintained school, he must give not less than five years' notice to the governing body. He may give a much shorter period if he is satisfied that such action is longer educationally necessary.

CHANGES: None.

IMPLEMENTATION: From April 1989 subject to Lords' amendments.

Barry Hugg

Corporate role and control

HIGHER EDUCATION

Higher education is to be radically reformed under the Bill. Polytechnics and the larger colleges of higher education in England are to be taken out of local authority control and become semi-independent corporations financed by Whitehall.

There will be new funding arrangements for the universities and the polys and colleges. Both sectors will be financed by new funding councils, whose composition and function will be almost identical. It seems likely that the Government is planning, at some future date, to combine the two bodies - thus abolishing the division (the so-called binary line) between the universities and the polytechnics and major colleges.

An important theme behind the changes will be the increased control the Secretary of State will have over both sectors of higher education. The most obvious involves the polys and colleges, which will no longer be controlled by the L.E.A.s. Instead, they will become corporate bodies with charitable status, directly funded from Whitehall.

Welsh public sector institutes are not covered by the legislation, but may be brought into line at a later date by the Secretary of State.

The new arrangements will largely end L.E.A.s' involvement in higher education, which since the 1960s has brought wholesale innovation, including the development of open access courses for people from non-academic backgrounds, block release courses and links with industry.

Higher Education

51 (1) A local education authority shall no longer be under a duty to secure the provision for their area of facilities for higher education...

52 (1) ... the Secretary of State shall by order specify each institution maintained by a local education authority which appears to him to fall within subsection (2) below; and on that date a body corporate shall be established for the purposes of controlling each institution as specified as from the transfer date applicable in relation to bodies corporate established under this section.

(2) An institution falls within this subsection if on 1st November 1985 its full-time equivalent enrolment number for courses of advanced further education exceeded 368 and also exceeded 55 per cent of its total full-time equivalent enrolment number.

52 (1) There shall be established a body corporate to be known as the Universities Funding Council (or "UFC").
(2) The Council shall consist of fifteen members appointed by the Secretary of State, of whom one shall be so appointed as chairman.

(3) Not less than six and not more than nine of the members shall be persons appearing to the Secretary of State to have experience of, and to have shown capacity in, higher education; and in appointing the remaining members the Secretary of State shall have regard to the desirability of including persons who appear to him to have had experience of, and to have shown capacity in, industrial, commercial or financial matters.

53 (1) There shall be established a body corporate to be known as the Polytechnics and Colleges Funding Council (or "PCFC").
(2) The Council shall consist of fifteen members appointed by the Secretary of State, of whom one shall be so appointed as chairman.

(3) Not less than six and not more than nine of the members shall be persons appearing to the Secretary of State to have experience of, and to have shown capacity in, higher education; and in appointing the remaining members the Secretary of State shall have regard to the desirability of including persons who appear to him to have had experience of, and to have shown capacity in, industrial, commercial or financial matters.

The new corporate institutions will, however, be expected to meet local educational needs and L.E.A.s will be given power to secure provision of higher education. Some higher education courses will continue in smaller L.E.A.-controlled colleges.

Universities will also come under the closer control of the Secretary of State. The Universities Grants Committee at present has the right to advise the Government about the needs of universities. Its replacement, the University Funding Council (UFC), will lose that right. The Committee of Vice-Chancellors and Principals has pledged to seek an amendment to the Bill to have the right restored.

Industry will have a much greater say in both universities and polys under the new legislation. The new governing bodies, significantly "boards of governors", will be made up of between 13 and 25 members, of which half will be drawn from industry,

business or commerce. Industry will, therefore, have the power to block decisions if it votes collectively. The rest of the board will be made up of local authority or college directors, staff and student nominees, and co-opted members.

The influence of industry is also strengthened on the new funding councils for universities and polys and colleges.

One major question which remains is how the new funding councils will distribute the finances made available by central Government. The White Paper on higher education published before the general election raised the possibility of universities being forced to draw up individual contracts - which would force them into direct competition for funds.

The Bill says only that the new funding councils will be able "to make payments" to the various institutions. But an additional clause setting out

What the Bill says...

members appointed by the Secretary of State, of whom one shall be so appointed as chairman.

(3) Not less than six and not more than nine of the members shall be persons appearing to the Secretary of State to have experience of, and to have shown capacity in, higher education; and in appointing the remaining members the Secretary of State shall have regard to the desirability of including persons who appear to him to have had experience of, and to have shown capacity in, industrial, commercial or financial matters.

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54 (4) In exercising their functions under this Part of the Act each of the Funding Councils shall comply with any directions given to them by the Secretary of State.

Tenure
130 (1) There shall be a body of Commissioners known as the University Commissioners (in this section and sections 131 to 135 of this Act referred to as "the Commissioners") who shall exercise, in relation to qualifying institutions, the functions assigned to them by those sections...

131 (1) The Commissioners shall exercise the powers conferred by section 132 of this Act with a view to securing that the statutes of each qualifying institution include:
(a) provision enabling an appropriate body, or any delegate of such a

body, to displace any member of the academic staff by reason of redundancy, whether or not in pursuance of a scheme established for the purpose;

(b) provision enabling an appropriate officer, or any delegate of such an officer, acting in accordance with procedures determined by the Commissioners, to displace any member of the academic staff for good cause; and
(c) provision establishing procedures for hearing and determining appeals by any members of the academic staff who are displaced, whether or not in pursuance of such provision as is mentioned in paragraph (a) or (b) above, and with a view to securing that no instrument purporting to modify the statutes of such an institution shall have effect until it has been approved by Her Majesty in Council...

132 (1) For the purpose of paragraph 131 of this Act, the Commissioners may make such modifications of the statutes of any qualifying institution as they consider necessary or expedient.

academics believe would be threatened as a result of loss of tenure. Mr Kenneth Baker last week acknowledged this in his press conference to launch the Bill. The Government, he said, regarded academic freedom as "very important indeed". Universities would be expected to take account of the issue when drawing up new charters to ensure academic freedom was safeguarded.

This reassurance is unlikely to satisfy vice-chancellors, however. The CVCP has already said it would press for an amendment to the Bill to insert a clause guaranteeing academic freedom.

Jeremy Sutcliffe
Changes: None.
Implementation: PCFC comes into force, April 1989
UFC - date to be fixed
Academic tenure abolished - date will vary

Capital break up

ILEA

The 13 boroughs that make up the Inner London Education Authority will be allowed to "opt out" and run their own education service. If they so desired they could do this in a consortium with other boroughs.

A borough that wants to go it alone will have to make an application to the Secretary of State explaining how it would fulfil its obligations as an education authority.

Boroughs may apply to opt out from April 1, 1990 or April 1 in any subsequent year.

Before the Secretary of State gives the go-ahead for opting out, he must consider any objections made by residents of the borough concerned.

Once the Secretary of State has considered an application and any objections to it, he must make a decision. If he approves the application he will lay an order before Parliament transferring responsibility from the ILEA to the borough. The order, if approved by MPs, will come into effect on April 1, 1990 or April 1 of a subsequent year as directed.

If eight or more boroughs have successfully applied to opt out, leaving the ILEA serving five or fewer boroughs, the Secretary of State may require the remaining boroughs to take over responsibility for education.

If the Secretary of State does decide to abolish the ILEA then he could, if he wished, set up a residuary body



(along the lines of the London Residuary Body set up to assist with the abolition of the GLC).

When an order transferring education responsibilities comes into effect the area of that borough will cease to hold office - as will the ILEA-appointed school governors or co-optees. The new local education authority could, however, reappoint the old governors and co-optees.

If a borough decides that it wants to run its own education service it will be able to demand that the ILEA provide any information needed to make the application.

The ILEA will also be required to furnish the borough with information which it requests after its application has been approved and during its first year of responsibility as an L.E.A.

It will be up to the Secretary of State to decide which property previously owned by the ILEA should transfer to the borough. Staff working for the ILEA when a borough opts out may be transferred to the new borough L.E.A.

What the Bill says

(e) which are made to him in writing by an interested party within one month of the publication of the notice of the application; and
(f) of which notice is given to the council applying for the order, and shall give notice of his intention to make the order to the ILEA and that council.

118 - (1) This section applies at any time, if at that time, the number of

Mr Baker has already taken powers to prevent the ILEA disposing of land worth more than £15,000 without his consent. This is to prevent "asset stripping" by boroughs such as Wandsworth and Westminster, which are known to want to opt out.

The Bill, once it becomes law, will repeal Section 22 of the Local Government Act 1985 which enabled the Secretary of State to review the operation of the ILEA before March 31, 1991.

Barry Hugg

CHANGES: The only change from the consultative document is the decision to grant the Secretary of State power to dissolve the ILEA if eight or more boroughs decide to opt out. This is in line with the argument of Dr Bill Stubbs, the ILEA's chief officer, that it would be better to abolish the authority than to allow a rump ILEA to exist alongside the newly independent boroughs.

IMPLEMENTATION: April 1, 1990

Inner London councils to which functions have been or are proposed to be transferred under section 114 of this Act is eight or more; and in this section as it applies "the remaining council" means the five or fewer Inner London councils to which functions have not been or are not proposed to be so transferred.

(2) The Secretary of State may by order transfer from the ILEA to each of the local education authorities the functions of local education authority for that council's area.

Grey area that still requires definition

FURTHER EDUCATION

Further education is redefined in the Bill. Advanced courses - broadly those of a standard higher than A level - are to be defined as higher education.

Using these definitions, local education authorities are given the "duty" to provide adequate further education in meet the needs of their area and additional "power" to secure appropriate higher education from the appropriate higher education bodies.

This is unlikely to affect existing courses but future developments in advanced further education are certain to be exclusively within the HE institutions.

Any hopes local education authorities may have had of expanding advanced further education in colleges under their control appear to have been dashed by the Bill.

Also, many principals of large FE colleges who were hoping to be given corporate status along with colleges of higher education and polytechnics will be disappointed. Although such consideration was promised in the consultation document, it does not appear in the bill. However, Mr Baker is still looking for ways to give some FE colleges corporate status.

At the consultation stage, there were criticisms about the lack of a clear distinction between FE and HE. But in tackling the issue, the Bill appears to have replaced one grey area with another.

The question remains: what will eventually happen to the large colleges, such as many in London, which are predominantly for non-advanced further education but nevertheless have substantial APE.

Main proposals in the Bill remain unchanged from the consultation stage: Colleges with more than 200 full-time equivalent students will have greater budgetary powers.

L.E.A.s or Secretary of State will be able to grant delegated status to smaller colleges. Delegation can be removed or partially suspended on grounds of mismanagement or incompetence.

Governors will have power to appoint and dismiss staff but in the case of a principal or vice-principal they will be obliged to consult the education officer.

The Bill makes no concession to the wishes of L.E.A.s who object to a "unworkable" proposition to strip L.E.A.s of many financial powers over FE colleges while leaving them with a strategic role of planning for 16-plus education and training.

Considerable concern was also expressed over the likelihood of FE colleges willing candidates from industry and commerce to develop a time to college management.

The L.E.A. associations objected to the extent of hire and fire powers governors saying that it was impossible to suppose that governors would hire and dismiss powers over the head of their own bodies.

Only small amendments appear to have been made since consultation which are unlikely to be seen as concessions. No mention is made of the need for parents on college governing bodies, nor do the L.E.A. representatives appear to be excluded from the chair, as was suggested in the consultation paper.

Colleges will have considerably more administrative responsibilities and control over those that have. But the financial burden of issues such as lecturers' pay, tax and pension costs with the L.E.A.

CHANGES: Local education authority representatives will not be excluded from taking the chair of governing bodies.

Governing bodies will not be required to have two parent representatives. Governing bodies will be obliged to consult chief education officers on the appointment of principals and vice-principals.

A clearer distinction is proposed between further and higher education colleges.

Within five years, Mr Kenneth Baker intends all secondary schools and primary schools with more than 200 pupils to have considerable control over budgets. Smaller primary schools may also be included with the approval of the local education authority and Mr Baker.

L.E.A.s will be required to submit schemes to be approved by the Secretary of State for the annual allocation of budgets, excluding capital expenditure and central government grants. These must be based on a formula which includes numbers and ages of pupils.

The Education Secretary will also have the power to require the extension of delegation to other schools. L.E.A.s will also be able to grant delegation to smaller schools if they wish, with the approval of Mr Baker.

Schemes setting out conditions for delegation will be agreed between the L.E.A. and all school governing bodies, and the authority can suspend the governors' rights to control budgets on grounds of mismanagement. All such suspensions must be reviewed annually.

If an L.E.A. does not submit a scheme, then one will be imposed by the Education Secretary, who will also have powers to amend schemes as he sees fit.

When selecting staff other than a head or deputy, governing bodies must include, among those they consider, teachers whose names have been put forward by the L.E.A.

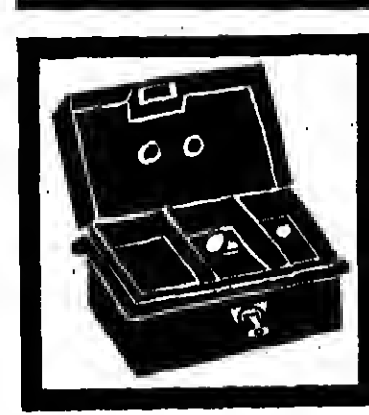
Powers given to governing bodies under the proposals in the Bill include delegated powers of appointment of teaching and non-teaching staff, with discretion over seniority of posts, provision of cover for short periods, costs of dismissals and premature retirement not agreed by the L.E.A. and spending on books, materials and equipment.

L.E.A.s would continue to have responsibility for appointment of teachers chosen by governors, teacher training, appraisal, capital spending and debt charges, administration of pay, staff pension matters, accounts and advisory and inspection services.

They would also continue to control services such as educational welfare, the schools library and psychological service, financial, legal and medical advice, supply cover for long-term absences, transport and meals staff

The hand on the purse-strings

FINANCE



costs and services supported by government grant.

Schools will have to have schemes of local financial management agreed by the Government and would then have to be given delegated powers within three years of the date approved by the Secretary of State.

as they think fit for the purposes of the school; and
(b) may delegate the head teacher, to such extent as may be permitted by or under the scheme, their power under paragraph (a) above in relation to any part of that sum.

27 (1) The provision to be included in a scheme for determining the budget for any financial year of each school... shall require that shares to be determined... by the application of a formula laid down by the scheme for the purpose of dividing among all such schools the aggregated budget for that year of the local education authority concerned.

(3) The allocation formula under a scheme -
(a) shall include provision for taking into account, in the case of each

school... the number and ages of registered pupils at that school;
(b) may include provision for taking into account the needs of individual schools which are subject to variation from school to school.

(4) In the case of any scheme, the following heads or items of expenditure, so far as taken into account in determining the general schools budget of the local education authority... shall be left out of account in determining the authority's aggregated budget for that year:-
(a) all expenditure of a capital nature;
(b) all expenditure... in connection with any loan raised to meet expenditure of a capital nature;
(c) expenditure falling to be met from central government grants of any prescribed description; and
(d) such other items of expenditure as may be prescribed.

(5) The Education Reform Bill (DHL S3) ISBN 0 10 3053853 is available from HMSO price £10.50.

Reprints of these four pages are available at 40p each from: Amto Co. The Times Supplements, Priory House, St John's Lane, London EC1M 4BX

Illiteracy is a serious concern in many countries. Official, and unofficial, action has been taken

Marketplace lessons in the language of power

Illiteracy in South America is increasing. But governments are reluctant to confess the failure of formal literacy programmes for fear of losing popular support and international aid.

The Colombian Government claimed that one million people learnt to read and write in 1985, but 800,000 dropped out, sometimes even before they started a course.

Many independent groups have now taken the solution into their own hands including *Autogestión Educativa*, a group of Indian women in La Paz, Bolivia.

The women speak the indigenous Quechua or Aymara languages, though as they work in the market and have to deal with authorities, they also speak Spanish.

The Bolivian National Literacy Service had produced literacy workbooks in the indigenous languages but they were never used. The women wanted to be able to read and write Spanish. "Spanish is the language of power, and we must adopt it if we are to assert ourselves and seek change," said one woman. "Everything from land titles to books, newspapers, tax forms, rents and contracts, use Spanish. The Gov-

BOLIVIA

ernment have some glorified ideal of preserving our culture, but only we can do that. We don't want to preserve our poverty."

Autogestión Educativa's use of Spanish in their literacy work is the first step in motivating women to participate. The group recognizes that literacy may not seem important to women who can get through their daily routine without it.

To help overcome this, *Autogestión Educativa* produced *Nosotros Podemos* (we are able) a workbook with 25 sections. Each section has a different theme: from the individual (I am a person and nobody should hit me), to the family (in my family we all give/ share), to the group (to participate is to change our lives) to the community (actions are stronger than words), to the country (we are fighting for justice). The themes are illustrated with photographs taken by the women.

The relevancy of the materials to the women's lives is seen as of vital importance in providing a sense of

identity and a basis for self-expression.

The literacy sessions take place in the market (overcoming problems of transport and accessibility) during quieter periods of the day, and anyone with basic reading and writing skills can help. Only ten women take part at one time to create an environment in which newcomers feel welcome.

Groups like *Autogestión Educativa* have had enormous success. From only a few dozen women three years ago, 5,000 are now involved, and by the end of 1987 they expect to be 12,000 strong. Their power will doubtless show as they start to extend to new areas and tackle other issues like health education.

Hundreds, perhaps thousands of such groups exist in Latin America. Many struggle against hostile governments and harassment by security forces – and even more struggle for funds. Yet governments are being forced to recognize the achievements and cost-effectiveness of the groups and some education ministries have tried to set up diluted versions.

David Archer and Alan Murdoch



Table talk: Indian women in Bolivia have set up a group to promote literacy

Learning to read, then learning to think

NEPAL

The glow of kerosene lamps lifts the gloom of the barn. And its mud walls are whitewashed to reflect the light. But even so, the 20 people huddled over slates find it difficult to make out the writing on the blackboard at the front.

The people sitting on the hay are a mixed bunch, many women of about 30, some elderly men and several teenage boys and girls. Every night they come for three hours to learn to read and write.

The lesson begins with a discussion of the work they have done that day. All of the people farm at subsistence level, and few have not spent the day in the paddy fields.

The teacher follows up the discussion with questions about today's photograph – a typical local scene of men playing cards and drinking. The answers are lively: the women joke about the men's oldness. The subject of the reading and writing practice that follows is about using one's time profitably.

These adult literacy lessons are run by the Self Project, Education for Rural Development, in the western hills of Nepal. The teachers are local people trained for 35 days in the basic techniques of literacy instruction and development activities. They follow a set lesson plan each day that links the reading material with practical development activities in the community – cleaning paths, building latrines, planting vegetables and fruit trees. The message is consistent: education relates to everyday life.

This part of the Himalayas is accessible only by a weekly plane or a three-day walk to the road. Only the occasional newspaper drifts in, usually weeks after publication, or so clection



Community involvement: the message is that education relates to everyday life

leaflet. The only other outside reading matter is school textbooks.

Illiteracy is high. Most homes have a treasured copy of the *Ramayana*, the religious book, which is sung together in the evenings. But like school textbooks, it is almost completely memorized – the print merely serves to jog the memory.

It is difficult to see why the adult literacy classes are so popular. Perhaps they are simply a substitute for television. If so, then the project's aims differ greatly from its students'.

The common theme in all of the 170 lessons is that reading can be useful. You can read about building a smokeless stove, then build one; read about making rehydration fluid, then give it to your sick child. The emphasis is always on didactic, instructional material, rather than pure entertainment.

For the village people, with their limited contact with the printed word,

this approach must seem alien. After all, everyone knows that the textbook is unconnected with life.

These adult literacy teachers nearly always succeed in teaching people to read and write and in completing the accompanying practical development activities. Yet for most students, the reading passages become a half-sung chant, like the *Ramayana*, a part of life that is accepted without question. The content of the material is received in exactly the same way as textbook lessons, without necessarily implying action or change.

Because writing came before reading in Western societies, communication by print was a two-way active process. But students in this particular scheme comprehend reading as simply receiving the written word, because the material is didactic and anonymous.

Yet most of them started the classes to learn to write their name and to

communicate in print. Until they can understand the writer's purpose, whether to entertain, instruct or provoke thought, they are unlikely to even read and write, let alone to complete the accompanying practical development activities for themselves.

If such is the outcome, these programmes may have jumped ahead of people's needs. It is only when people have passed the initial stage of copying the written word, or an acceptance of the printed word, to the stage of reading and writing for themselves, that adult literacy programmes can become a real force for change.

Development projects need to recognize that introducing a literacy programme can be as sensitive an issue as replacing the paddy fields with a huge factory.

Anna Robinson

Unesco

plan aimed at world's worst area

Unesco has launched a 13-year programme to improve standards of reading and writing in the Asia-Pacific region – where roughly three-quarters of the world's illiterates live.

Unesco says the Asia-Pacific Programme of Education for All will concentrate on providing more children with between five and eight years of primary education.

According to its research, the Asia-Pacific region has 618 million illiterates, about the age of 15 – approximately 20 per cent of the world's total fourth-grade group.

South Asia is the worst, with almost 537 million illiterates. As about 30 million children in the region receive no education, this is estimated to be around 677 million by the year 2000. Afghanistan, Nepal and Pakistan have the highest number of illiterates, with more than 70 per cent of the population unable to read or write. In Lanka is the region's exception with a figure of 12.9 per cent.

Illiteracy in east Asian countries is less severe, with China at 30.3 per cent, Malaysia – 26.6 per cent, and Indonesia 25.9 per cent. Vietnam, Thailand, Laos, Singapore and the Philippines have illiteracy rates below 20 per cent.

Geoffrey Parkins



Out (front) campuses set to improve communications

Counting the high cost of failure

FRANCE

Many French pupils repeat classes – and up to 50 per cent of students leave university before the end of their first two years. Mary Follain reports

completing the three-year minimum for a degree.

"Failure at school is the main enemy of our technological society and of our modern democracies," says the report's author, Jean Andrieu, former president of the parents' association, the Federation of Parent Councils in State Education.

His report reflects the French preoccupation with the long term in education, urging careful and planned preparation for the end of the first cycle, or first two years, instead of

quality" and setting up "quality circles" as in industry which would eliminate the common practice of staying down. School failure, it argues, could be reduced by taking into account, from primary upwards, that progress is not synonymous with age and by breaking down rigid age limits to classes.

Teachers, the report says, should be carefully selected to be "competent winners" committed to the national aim for better education and training, and they should receive a decent salary. In the natural course of events, 400,000 teachers will need replacing during the next 15 years and the report warns against a repetition of "crazy recruitment procedures" like those resorted to 20 years ago "which have left their mark on the system's performance" – a reference to the sudden propulsion of ill-prepared primary teachers into lower secondary.

One of the most controversial recommendations is for professionals from manufacturing, and the communications and services industries to

share teaching. Most French teachers are public servants employed by the Education Ministry who do not welcome interference from outsiders. The report also insists they should take sabbaticals to learn about technical and economic "realities" in order to make schools more aware of the outside world.

Suggestions made in a recent speech by former Education Minister Jean-Pierre Chevènement that universities should adopt a similar attitude towards industry received a cool reception from his own party supporters. The report even proposes an equal partnership between school and industry which it hopes would make schools more conscious of industry's changing needs.

It remains to be seen whether Education Minister René Monory will take account of the report's recommendations in the five to six-year plan he promises by early next year. He has already said it will include a programme for teacher recruitment and a revision of salaries.



University exit: non-completion of degrees costs about two billion francs a year.

Bill begets street protest

SRI LANKA

Several thousand schoolchildren in the south took to the streets on November 11 to protest against a Bill which will give a degree of autonomy to Tamils in the north and east of the island.

Police said that in one town, Tissamaharamma, they were forced to baton-charge and open fire on unruly crowds who stoned police vehicles. Two students were admitted to hospital.

The Education Ministry earlier reported that "subversives" in the south had instigated students to boycott classes and join the protest. Police and security forces were put on alert before the Parliamentary debate on the Bill after violence erupted in several areas in protest against the new legislation. It was later passed by a two-thirds majority.

Demonstrations were also organized at all the universities in the south. Undergraduates on the Peradeniya campus were baton-charged when they demonstrated with placards on a public road.

The demonstrations were part of widespread opposition to the recent peace accord signed by Sri Lanka and India.

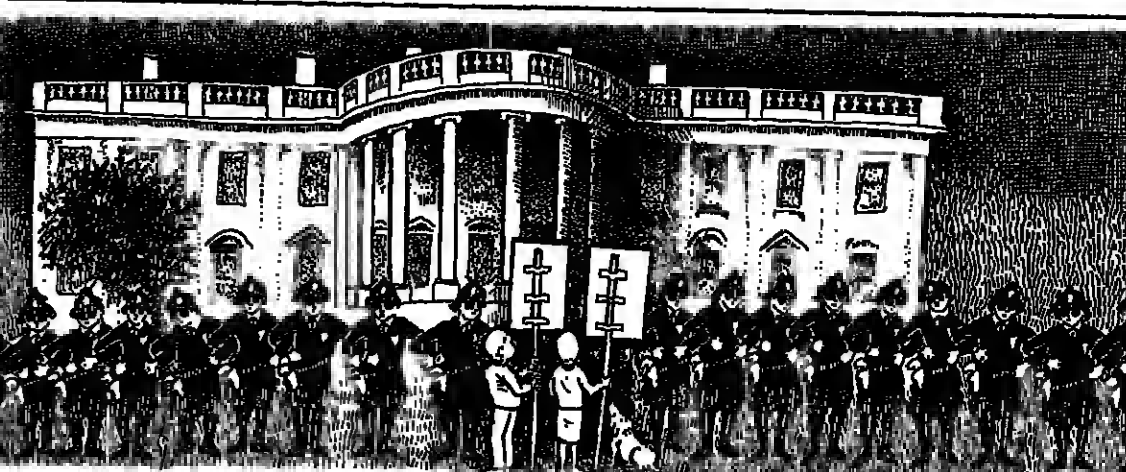
D B Udalgama

Student exchange programme

Ealing College of Higher Education has negotiated a student exchange with the faculty of Letters of the Universidade Nova de Lisboa, Lisbon.

Three students from Ealing on the BA in applied language studies have recently spent one month studying in Lisbon, funded by the Portuguese Instituto de Cultura e Língua Portuguesa. Three students from Lisbon are studying at Ealing for the 1987/88 autumn term on the West European exchange programme.

Financial support has been donated by Eucalyptus Pulp Mills and return air travel provided by Dan Air.



The day the motorists' prayers were answered

UNITED STATES

But it was all a waste of effort... the planned protest of Washington's schoolchildren never materialized. Bill Norris reports on the demonstration that became a debacle

favour of support for public education than a debacle. "I don't know what happened," said organizer Cheryl Johnson. "I can only stress how pleased we were to see 500 people lined up on Pennsylvania Avenue." The people concerned, it transpired, were employees of the School Board, drafted for the occasion.

Bravely, Ms Johnson declared the affair a success. "But I doubt we would try again any time soon," she said. "I think it's a one-time event."

The motorists of Washington DC were praying for rain last week. It seemed to be all that could stop a planned demonstration by the city's 67,000 schoolchildren, plus 200,000 or so other citizens, from bringing the nation's capital to a grinding halt.

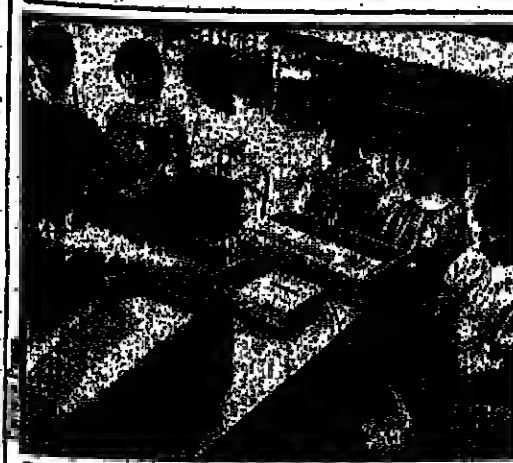
Their prayers for rain went unanswered – the skies remained clear – but somehow the gridlock never happened. Two-thirds of the children who were supposed to span Washington from side-to-side failed to materialize.

Those who did stay on the pavements – sensibly, because the sirens supposed to bring cars to a halt went unheard by policemen and motorists alike. The traffic roared by as usual.

Another unheard was the song "Embracing the City" supposed to be sung by the children with backing provided by a local radio station. The radio station failed to play it. Washington's Mayor, Marjorie Barry, tried to rescue the situation by singing the song for television cameras. Regrettably, he forgot the tune.

All in all, this celebration of National Education Week, intended to inspire the army of British teenagers. There is, it appears, plenty of work for their American counterparts to do.

Bill Norris



Programmed from birth: a review of the pre-school curriculum has been recommended.

Exam nerves at kindergarten

JAPAN

The education treadmill can begin early in Japan, with children attending preparatory schools at the age of one and facing rigorous academic instruction in kindergartens.

But a Ministry of Education study group has warned that the formal teaching of *kanji* (Japanese characters) and numbers to pre-schoolers may be stifling their spontaneity. Noting that some kindergartens also teach basic English – and computer science – the group has recommended a review of the pre-school curriculum.

An earlier survey of 800 kindergartens found that 72 per cent taught *kanji* and 81.2 per cent numbers. Like independence and creativity – qualities the Japanese authorities repeatedly say should be fos-

tered among the young – spontaneity is not generally recognized as a national characteristic.

Competitive pressure falls early on children to enter one of the handful of private escalator institutions where passage through to university is nearly automatic. This brings "examination hell" forward to kindergarten, and explains why preparatory schools for one to three-year-olds are thriving. Pre-school education is provided by kindergartens and nursery schools: kindergartens – mainly private – are educational; nursery schools – mainly public – primarily provide day care facilities.

Proposals to merge the two have been put forward to resolve uneven geographical distribution and administrative conflicts. However, the majority view remains that they serve different purposes and should stay separate.

Barbara Casassus

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Computer to link islands' campuses

WEST INDIES

The far-flung campuses of the University of the West Indies will soon open a new line of communications, thanks to a recent gift of 35 micro-computers.

The computers, valued at \$3935,000, (\$95,000) were donated by IBM to the university's distance teaching experiment which links three of its campuses in Jamaica, Barbados and Trinidad, as well as extra-mural centres in Antigua, Dominica, St. Lucia and Grenada via a leased telecommunications network.

The distance teaching experiment started three years ago, and may be expanded to include all 14 countries which support the university.

Its centres are equipped with many types of audio-visual equipment, while the computers are expected to enhance, Present applications include teleconferencing, distance teaching, a message service, outreach programme, and medical consultations.

According to Professor Gerald Leloir, project director and university pro vice-chancellor, "the micro-computers will be used in a computer-based communications system for electronic mail, document and data transmission. The university will then have a communications system from bursary to library, secretariat to secretariat, libraries, facilities and so on. The system could probably be enhanced and supported by savings due to higher efficiency."

Suzanne Francis-Hinds

THE BIG S

Sex is an inescapable part of living and learning together – even in the early years – David Watts argues

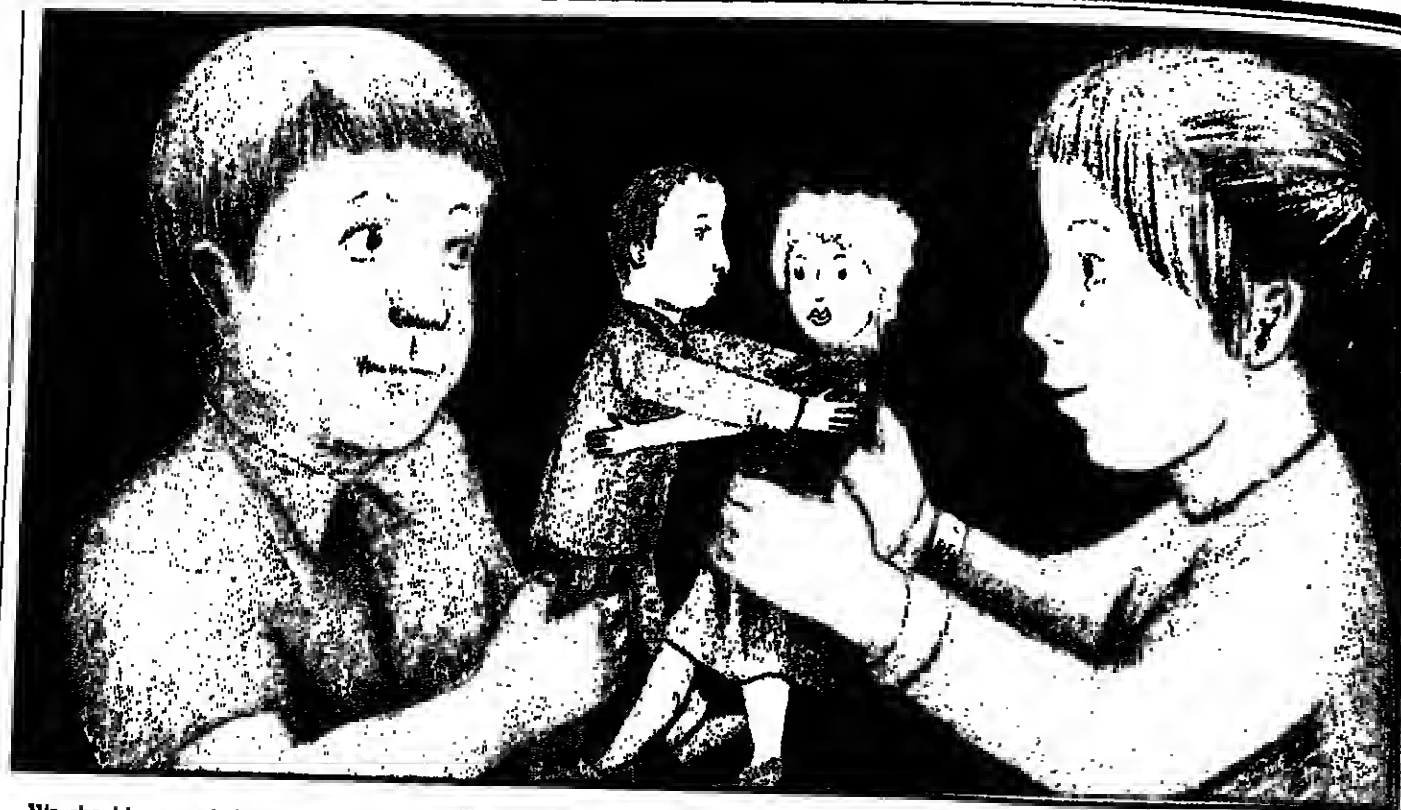
Many parents object to schools teaching about different sexual "lifestyles" and "values" but not to the teaching of the biological facts. I suspect that this is academic hair-splitting at any age and I am convinced that it is meaningless in early childhood education. Facts and feelings, the teacher as a professional and as a person, and injunction and example are so inter-mingled for the young child as to be virtually inseparable.

A child's sex education is well underway before leaving home. In the relationships he or she sees and shares with others in the family. In the nursery or kindergarten it expands in three ways: in his or her observations of the natural world, in play with peers, and in the bonds formed with one or two significant adults outside of the family.

Whether or not a nursery has hamsters or gerbils, chances are good that the child will see animals mating on an outing to a farm or zoo, or even when waiting for a bus. In a group such happenings are less likely to go unnoticed. Some children will see and be quite uninhibited in their exclamations and curiosity. Others, more experienced, will be ready to comment – sometimes wisely, sometimes flippantly.

Here is an unavoidable learning situation. The only thing over which we have any control is over what is learned. More important than any other facts or explanations are the attitudes transmitted by the adult models to whom the child looks to cues. The teacher who seizes upon the chance to hold forth on the facts of life or about how beautiful it is, may be as inhibiting to the unsuspecting child as the adult who reacts with embarrassment or irritation.

A common tale, probably apocryphal is that of the mother who responded to her four year old's question "Mummy, where did I come from?" with a 30 minute explanation of the facts of life, with pictures. When she asked as an afterthought "Why do you want to know?", the child replied "Because Billy's mother says he came from America."



We should respond simply and straightforwardly to what is asked, or to what appears to be asked, and trust the child to ask more when she or he is ready. I doubt that any conscientious parent can have difficulties with the school as an educator in this context.

"Learning through play" is a generally accepted approach in early childhood education, and such learning will inevitably include sex education. Modelling, painting, sand and water, toy trains and dolls afford a wide range of situations for expression of the child's interests, whether conscious or symbolic. A teacher does not need to be a Kleinian analyst to recognize penises in the playdough, smeared representing faces in pictures, acting out of urinating at the water table, or seduction in the role play of the Wendy House.

The child who occasionally engages in such play is not perverse or disturbed, and may not even be conscious of the significance of his or her acting out. Nor is a pseudo-analytic interpretation required; this can be as much an invasion of the child's privacy as certain kinds of touching. An attempt by the teacher to "play analyse" by bringing such symbolism out in the open may create rather than solve problems.

However, there is a situation in which directness, with delicacy, may be required. This is when the child appears to be quite conscious of what she or he is doing, and evidences anxiety at being "caught in the act". This situation is more likely to arise with a child from a family where the open discussion of sex is taboo.

What is needed here is to alleviate the anxiety, which is best done by a non-judgemental acknowledgement of what is happening. Sometimes a simple exchange of glances ("I know you know, and you know I know") all that is required. Other times a verbal acknowledgement may be helpful, provided that it does not single the child out in front of others: "Oh, you're peeing in the water today." (We're talking of a simulated situation, not a real one!) Often the child will then laugh and

be done with it.

More questionable is the age-old game of "doctor", which may show up in the Wendy House, the cloakroom or the playground. Some early childhood workers will maintain that a play area should be laid out in such a way that this cannot happen, with every corner open to surveillance. I doubt that this is feasible with the present staff-pupil ratios; even if it were, I don't think such a fish bowl setting is desirable.

If we are honest, most teachers will admit to engaging in such play at some time in our childhood; hence moral outrage is likely to be hypocritical. Yet explicit sex-play clearly cannot be condoned or permitted at school, not only for fear of the law, but to protect sensitive children from their more aggressive peers.

When this situation does arise, it must be dealt with swiftly, yet without laying excessive guilt upon the participants. Remember, many of the children may have become inadvertently involved. A simple "we don't do those things here," will suffice. No reasons or explanations are required.

Classroom "show and tell" times inevitably become sex education lessons when there is a birth in a child's family. No longer is this a simple matter of sharing "We're having a baby". In the last two kindergartens I taught in Canada, each year I had a vivid description of a home birth in which one of my pupils was present. In one case a five year old girl, in response to a classmate's question of how the baby was coming, told the class quite the matter-of-factly, "We could feel its head in Mommy's vagina."

Had I heard this story secondhand I would have suspected the situation was contrived or the child was unduly precocious. However, the girl in question was quite unaffected and straightforward. As far as I could see, she was a well-grounded, healthy child. The trend to have home births may be further along in North America, but I suspect it is not far off here and the teachers may have to be prepared for more children like her.

The final aspect of sex in early childhood education, more than any other, is caught and taught. I refer to the relationships that we as teachers and other workers form with the young children for whom we are role models. A child first learns about sexuality from relationships with and between his or her parents. The nursery or kindergarten teacher is often the first adult to be admitted to this circle of significance.

The early childhood teacher has a relationship with the children that probably no other teacher will equal. She or he bonds with them through eating, sleeping and toileting. In more situations and for more hours than any adult other than the natural parents. In fact she or he becomes a surrogate parent.

As a male in a predominantly female occupation, I am particularly conscious of this situation. Children require role models of both sexes in order to try on different aspects of their own sexuality. In a society where many children do not have a in-house male parent, this bipolarity is also denied them in the early education setting. And the few males who do work in this field are often faced with sexist stereotypes that view them as "queer" and treat with suspicion any expressions of physical comfort and affection for a young child; gestures which, coming from a female, would be readily accepted. This doesn't stop me from giving my kids occasional hugs, pats and cuddles, but I am well aware that these are misinterpreted, not by children, but adults.

I fully agree with parents who hold that sex education belongs in the home. Unfortunately, it is but the latest of the responsibilities that parents have chosen to abdicate to public education. Earlier ones being health and hygiene, and "social studies". If they elect to place their children in educational institutions for the crucial hours of the formative years of their lives, parents cannot prescribe sex education from the curriculum. Sexuality is an inseparable part of all our relationships; sex education is thus a large part of living and learning together.

It is not suggesting that the parents would be wrong, simply that their starting point would be different. No doubt our pupils would come with their own unique list.

However the list was assembled, I am certain that it would contain more than two names, and cannot imagine how on allowance for "extra-curricular" could be given to two of those names without making an extremely significant and negative statement to the remainder. I'm all for rewarding excellence, but not when given a 1 per cent limit.

In nine years of headship I have had the good fortune to work with a team of teachers. Together we have sought to respond to the challenge of the 1980s and to survive the cutbacks, ideas and funding of our lords and masters. We have worked together in the best interests of our pupils and to gain the respect of parents. It is together that we have moved forward quite rapidly, accepting new roles and responsibilities, and therefore it is together that I believe that we have earned the description "outstanding". This I say with due modesty, but in the context of a system that rewards excellence with an additional 10 per cent per hour.

I have a deal of sympathy with staff who have suggested that we place the £1000 granted to us in the hands of our local bookmaker. Meanwhile, I need a pin.

Jim Smith is Headmaster of the Allerton School, Northallerton, North Yorkshire.

Eeny meeny...

Jim Smith grapples with the new incentives

though that old allowance has gone, their responsibility remains.

Such a pity that the system is so inflexible; the additional rewards available are far fewer than the number of staff both willing and able to undertake that additional responsibility. No doubt the official line will be that all such responsibilities should be shared equally among all staff on the main scale, without so much as a carrot between them. While this may be ideal, I wonder whether it will generate the highest common factor or encourage the lowest common denominator?

Perhaps it would be safer to focus these allowances on those posts "difficult to fill". With main scale posts in shortage subjects – three in mathematics, two in CDT and two in science – here is surely an ideal opportunity to strengthen internal posts more attractive. But which department and attractive to whom? When fishing in sparse waters there seems little to be gained by tempting the fish already in the net.

I realize that I must practice a degree of insensitivity in my defence of scarce resources, but can I be both deaf and blind to that which is

fair and just, or oblivious to the dangers of "treating staff as pawns"? It may be argued that incentive for so doing has been set at the highest level, but a vestigial remnant of professional conscience warns against such an abuse.

Just suppose I reject both of these and follow what is undoubtedly the real intent of circular 8/87 – distributing the allowances "in recognition of outstanding classroom teaching". What an attractive proposition this is, carefully fashioned to have mass public appeal. Show me the head who would have the courage to speak out against it. "Outstanding classroom teaching" is what the better way than by financial reward?

The problem is one of definition. In common with all schools, I do have some outstanding staff. I certainly have more than two outstanding staff on main scale. If I were to add the opinions and observations of my senior colleagues to this very basic name upon it, a worthy candidate for any allowance that recognizes teaching quality.

If I were then to compare that list to one compiled by parents, there would undoubtedly be some similarities and some startling differences. I

Setting an example

Girls opt for science where women teach it, Margaret Sutherland finds

In Portugal, no one seems to have told them that science is for boys and men. Although there is a system of options in the secondary school after the junior secondary years, girls apparently opt for science subjects in an open-minded and confident way.

In university departments of science there is a predominance of women students not only in biology but in other scientific subjects. Last year at the University of Oporto there were 173 men and 406 women students on mathematics courses; in chemistry, 96 men and 235 women; in physics, 127 men and 158 women; in biology, 162 men and 313 women. At the University of Lisbon in 1985-86, the science faculty, had a majority of women in three subjects.

These figures do not mean that in Portugal sex bias in scientific studies has been eliminated. There is a significant difference between faculties of science and faculties of engineering; in the former women predominate, in the latter men. The difference can be clearly seen in the new universities, the University of Minho at Braga, which offers an integrated degree for prospective teachers, combining academic subjects (both Arts and Sciences) with professional training. Student numbers for this degree in 1986-87 were 944 women and 279 men; of these 433 women and 171 men are taking science options.

On courses leading to engineering degrees of various kinds there were 917 men and 387 women. In civil engineering in this university, as in others in Portugal, women appear rather more frequently than they would in Britain; in Braga, there were 42 women and 170 men; at Oporto University, 395 women and 599 men.

Sex differences are thus evident in career prospects and career ambitions. Many women students intend to become secondary school teachers of their subjects. Teaching in Portugal, as in other countries, has long been recognised as a good career for women. In addition to other attractions, it is said to combine well with family life.

For men, teaching seems a less attractive profession. The ambitious young man will opt rather for an engineering degree than for a degree in pure science; the vocational prospects and pay for men then seem likely to be much better.

Of course, not all women science graduates go into secondary school teaching, though many do: these women graduates also find employment in laboratories, administration, research centres or become university teachers and researchers. Ambitious young men also opt for medicine and law; but in these faculties nowadays they will meet with equal numbers of women students.

Thus in Portugal women learn science and teach science. They find the British situation quaint – those who have gone as postgraduate students to British universities have been astonished to find themselves in a small minority in their particular science department.

Yet in the one Portuguese chemistry school class I was able to watch, a group composed equally of boys and girls in the penultimate year of secondary school, it was the boys who were most vocal in responding to teacher questions or in asking questions. Three pupils were asked to write a solution on the blackboard – all boys; and five boys lingered after the lesson to discuss some points with the (female) teacher-student – though two girls and a boy similarly lingered to talk to the teacher-tutor (female).

Talking about the lesson afterwards, student-teacher and teacher-tutor agreed with me that in this particular class the boys did seem to talk more; but this did not seem significant to them; it may indeed have been a characteristic of this class only. Perhaps it should be added that in general girls are reported to emerge at the end of secondary school with better marks than boys; and it is these marks which determine entry to the universities where all departments select entrants on the basis of their school marks.

But, whatever the lingering traces of sex differences and of career choice differences, it remains the case that in Portugal great numbers of girls and women opt confidently for science subjects, teach them and succeed in them. There may be a moral in this somewhere.



Dust to dust

Eddie Rowe calls for urgent Government action on the deadly fibres lurking in many schools



Hungerford infants school

Every child in Britain runs a serious risk of exposure to lethal asbestos dust while at school. Every local authority that has so far carried out surveys has found asbestos in one form or another in most of its schools.

Asbestos is likely to be found in the kitchen, boiler room, staircases and heating ducts of most schools. It is also used extensively in wall panels for postwar, system-built schools and in some classroom partitions used to modify older, traditional buildings.

Whenever it is damaged it releases ultra-fine fibres which can be inhaled and which – even in low doses – have been shown to cause cancer, usually 20 to 40 years later.

On average, five people die in Britain every day from asbestos-related diseases and it is possible that some of these have been contracted at school. A few enjoy no adult life at all; the youngest victim of mesothelioma, the asbestos cancer, was aged eight.

While even the most conservative estimate suggests asbestos will kill 50,000 people in Britain over the next 30 years – more than the likely numbers of murders – we still have not begun to grapple with one of the root causes of this carnage; the particularly vulnerable section of the population accommodated in potentially hazardous schools.

There are many schools in the country where the amount of asbestos fibres inhaled by pupils is far above an acceptable level. Most local authorities have done little or nothing about this environmental hazard; nor are they likely to without Government direction and funding. Meanwhile, those that have taken action are left to decide for themselves whether to try to seal up this dangerous substance *in situ* by painting over it or otherwise, covering it up. Or whether to remove it – a dangerous and expensive operation.

Protecting asbestos where it is actually costs more in the long term, however. And it does not reduce the real risk of contamination from fire, vandalism, or accidental damage to sealed-in asbestos by children or in the course of routine maintenance.

There is also now some evidence that sealing-in is not a satisfactory solution for a school building likely to receive normal use.

Scientists commissioned by the Inner London Education Authority carried out experiments at Ernest Bevin school in Wandsworth, where there are over 400 separate compartments of asbestos. These suggest that even when supposedly sealed

fibre which can only be achieved by removing the asbestos from the buildings.

It is time the Government faced up to the seriousness of the health risk in our schools and helped to co-ordinate and finance the removal works of local authorities. The substantial quantities of asbestos installed in schools in the 1960s are much more accessible to children than earlier installations because asbestos was widely used as wall panels in high rise blocks and timber-framed huts. These panels are cracking up in many schools as the buildings near the end of their useful working life.

The ILEA provides an example of the difficulties facing it – it is the authority that has probably done most to tackle the asbestos in schools so far. It was agreed that the asbestos roof at Hungerford Infants School needed removal because it was damaged and unsealed. However, the Authority's informal offer was withdrawn when the asbestos budget was over-spent, so even pressing needs are not being met in the current financial year. The ILEA says the work will still be done, but the trade unions fear that in the meantime staff and children will be exposed to increasing hazards.

The world's leading expert on asbestos-related diseases, Professor Irving Selikoff of the Mount Sinai Medical Centre in New York, is critical of the British Government's record. "The control of potential public exposure makes it essential to remove asbestos from schools."

"If the Minister refuses to provide the resources," says Professor Selikoff, "then you need to get a new Minister."

The recently-published independent inquiry into the asbestos contamination of the kitchen at Camelsot school should provide the impetus for administrators, trade unions and other interested parties to consider our treatment of the carcinogen which is hidden in almost every school in Britain. In the United States \$600 million was provided under the 1984 Asbestos School Hazard Act. In Britain, however, local authorities are given no special funding by central government for asbestos removal.

A spokesman for the Department of Education and Science described the present arrangements for coping with asbestos as "adequate" on BBC Radio 4 programme earlier this year but later admitted that the department does not even know how widespread the problem is.

Eddie Rowe is the trade unions technical adviser on the ILEA Asbestos Joint Working Party.

CDT

Service tensions

John Pilkington

As head of a craft, design and technology department in a fairly traditional, exam-orientated school, I have been trying to keep abreast of the current curriculum developments in my subject. I find myself echoing the doubts raised by the speakers at the tenth Stanley Lecture 7/8 October 23.

Let us look at the tensions in CDT at present.

Tension 1: We are told, (rightfully, I believe,) that people in industry normally work in teams and not as individuals; therefore CDT, in order to develop these skills, should concern itself with group projects as the main mode of learning. Fine, I can see the sense in that. Only one problem: the exam boards don't really like it. When it came down to it, last summer I had to advise each pupil working in a group to make sure that his or her work was clearly identifiable from the others all along the line. The result: an uneasy alliance, not real teamwork.

Tension 2: Visiting HMI comes into my workshop and says: "Theory should arise naturally out of the practical work. That way it makes more sense to the student." Yes, I heartily agree. Only one problem: a fixed body of theory laid down in the GCSE syllabus has to be covered.

Question: How do I keep tabs on what theory each pupil has experienced? Well, a checklist is the obvious solution: fine. Now what happens when I get towards the end of the

course and I realize that although they have been working hard, X, Y and Z haven't covered certain items because they weren't relevant to their particular projects? What do I do? A quick patch-up job I suppose. Not very satisfactory. This is the situation the exam boards have left us in. (If you don't believe me, take a look at the theory section of the technology GCSE - NB: not the CDT technology.)

Tension 3: Manpower Services Commission and TVEI initiatives would like more business awareness in the courses. Fine: what better vehicle for teaching some aspects of this than CDT - except that the proposed national curriculum doesn't seem to value this as no time is set aside for it, and the GCSE criteria don't really accommodate it.

Tension 4: My local education authority is going to start telling me that I should be integrating these initiatives into my courses. But if I do all these laudable things - all which I agree with

— what am I going to tell parents? That Elizabeth is a whizz at teamwork? That she did well in industry, except that she failed her GCSE as her contribution to the group dynamics was not measurable on paper and I couldn't organize a video to record her report to the



mini-company as the school hasn't got one. TVEI has had to develop its own systems of accreditation appropriate for this kind of activity. Shouldn't the GCSE be looking at this too? Will Elizabeth's parents be happy with anything other than a GCSE?

Tension 5: If I start to introduce the good practices I see around me, what will happen when the proposed national curriculum comes into force? Is it worth my while even bothering with starting something new if Mr Baker might then come along and cut it off in its prime? Clearly not.

Finding solutions is not really the

problem. I can see several that will work quite well. What is the problem to know which approach to take on such shifting ground. For instance, what the proposed national curriculum seems to suggest is a move away from CDT with an emphasis on design (with a capital D) to something called "technology". What a shame that is, when people have started to produce such excellent CDT work and teachers on the ground have begun to organize themselves around pupil-centred problem-solving.

Why didn't the exam boards talk to the MSC about TVEI? Why does Mr Baker's proposed national curriculum seem to conflict with both GCSE and TVEI ideals? Why are we hanging on to a probably outmoded accreditation system: the GCSE?

Please don't come and inspect me, HMI, until I know the philosophy by which I will be judged, I'm trying to build something, but the sand keeps shifting under me. And finally everyone, when I know where I stand, just go away and let me work on developing my teaching for a few years without interference. Industry works to a five-year plan: it would be nice to have two years of consistency, without having yet another "initiative" rammed down my throat.

John Pilkington is head of design and technology at St Andrew's C of E High School, Croydon.

imposed on them like some debased tablets of stone, courtesy of Mr Baker. And third, we need greater understanding of racial and religious minorities and of our attitudes to gender. How else will our young people get on in the next century? We have got to break down stereotypical notions of normality, so that there will be less fighting and more talk.

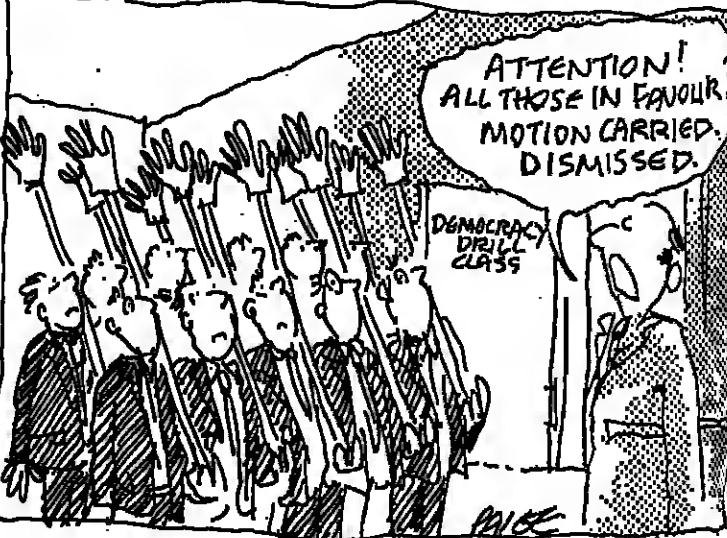
I can imagine Alan Middleton hooting with laughter at this belated contribution to the rushed debate about the national curriculum. He doesn't want a democratic society, but an industrial dictatorship where he decides what counts as knowledge. He doesn't think it's education's business if black footballers are abused, or Tottenham supporters yelled at like Jews at Auschwitz.

We need an assurance from Mr

Baker that his curriculum will be more than the interests of a narrow middle class; that it will be for those who, in 20 years time, will be making decisions, to make fair and honest ones; and that "basic skills", "basic forces" and "basic values" are not what they sound like - a slightly more sophisticated version of a training system based on "routine batches".

Educators do not see the human race in "latches", but as individuals who need to learn to co-operate to make society safer and freer than it is today. The customers are not just the industrialists but the whole human race, in all its richness and variety.

Fred Sedgwick is head of Downing Primary School, Ipswich, and the author of a collection of poems 'The Living Daylights' (Headland 1986).



GCSE

Lost in the rush

Kate Seager

requirements.

The first major problem is vocabulary. Vocabulary lists for each language school and local authorities refuse to begin the GCSE course last September. As may be expected, when something is produced in a hurry, several important words were omitted: in one language list simply by error; in another by omission. Some thought to add black to the prescribed list. Some basic verbs have also been omitted.

Every committee member acknowledges that further words should be included, but for this to happen, new lists must be prepared and presented for ratification by the Secondary Examinations Council, which also meets. Subsequently, Vocabulary subcommittees have been formed for each lan-

guage, but little, if any, secretarial help is available, and above all, some release staff to attend a day's meeting. One i.e., refuses to release one chief examiner to attend the moderation of that language paper: all meetings must be held on Saturdays. Of all the subcommittees formed six months ago to discuss a mature syllabus and syllabus reform, not one has the full compliment of members because of holidays or non-release.

There is no remuneration for attending these meetings, but travel costs are refunded and a meal is provided if the meeting lasts all day. These people give hours of their time in an effort to get the examination right. But do we really want all committee members to be retired, so that they have time to attend or do we consider it valuable to

have practising teachers?

The Department of Education and Science should allow these people a few hours of release from their posts to do the work, and, if necessary, pay for a day's replacement teacher. The Government imposed the GCSE. Will that same Government not make resources available to get the examinations right?

Kate Seager is a lecturer in modern languages representing NATHE on a GCSE advisory panel.

Countdown to GCSE

As schools begin their first mock GCSE exams, *The TES* would like to hear from teachers about their state of readiness. How has it all gone so far? Has the guidance promised by exam boards arrived on cue? Have the specimen papers provided a clear idea of what to expect in the new exams? Progress reports, please, to the features editor, *The TES*, Priory House, St John's Lane, London EC1M 4BX.

Review

Breaking the mould

Gillian Peele on the changes wrought by Margaret Thatcher

Mrs Thatcher's Revolution: The Ending of the Socialist Era. By Peter Jenkins. Jonathan Cape £12.95. 0 224 02516 3

Mrs Thatcher has now been prime minister for nearly nine years. Although it would be premature to talk of a political realignment, the period has seen so many changes on the political landscape that the use of the word "revolution" is only a slight exaggeration. Many of those changes reflect the shift of intellectual opinion away from collectivism and a growing scepticism about the Labour Party's fitness to govern. Thus such features of the politics of the Eighties as the decline in trade union power and membership, Labour's loss of electoral support among the working class, the rise of the SDP and the third successive Conservative victory can all be seen as part of a general pattern in which the Left in Britain has lost its way.

Mrs Thatcher's "revolution" is, however, as Peter Jenkins recognizes in his thoughtful and very enjoyable book, about much more than the suicidal tendencies of the British Left. The Conservative Party under her leadership has not merely developed a new agenda built around policies giving greater choice and wider ownership of everything from houses to shares; it has successfully marketed those policies. This was possible because the synthesis of ideology and style labelled "Thatcherism" went with the grain of popular opinion and popular aspirations. By contrast, Labour - marching to the tune of internal democracy - was moving in the opposite direction. However cleverly packaged, Kinnock's "designer socialism" was a product that failed to interest the electorate, just as Labour had seemed stale under Callaghan and frightening under Foot.

Peter Jenkins' discussion of the implications of these developments in British party politics is set against two much larger themes. The first is the gradual decline of the United Kingdom from a position of economic and industrial strength as well as from a position of imperial grandeur. The



Alliance election campaign in 1987, he suggests, revealed "not only a lack of strategy but something much more basic". It had exposed the Alliance leaders' lack of conviction and purpose and the effort of trying to paper over those cracks had brought out the worst in all of them. Jenkins clearly regards this development as something of a tragedy, though his comments on the leaders' reactions to it are telling. Most of the protagonists, he suggests, retreated into the familiar past; Owen "set off alone into the unknown future".

The Thatcherite attempt to break the mould was made because of the conviction that attitudes had to be changed if Britain's decline was not to prove terminal. Jenkins concedes the remarkable extent in which attitudes have changed: Mrs Thatcher has presided over a "considerable, although far from complete, change in attitudes". What will be of interest in the third term will be the extent to which that change in attitudes can be consolidated and even deepened. Here the projected reforms of the school system are crucial, for as Jenkins notes, it is to the educational system that much of Britain's economic and technological backwardness can be traced. And education had by 1986 "risen to the top of the agenda".

Yet the Thatcher government is in danger of finding itself the prisoner of its own rhetoric and prejudices. These radical reforms need money and, as Jenkins warns, cannot be implemented in a "financial straitjacket". Similarly, much more money needs to be spent on higher education, and especially on science. If Mrs Thatcher's revolution is to endure, there should be little argument about such expenditure. But even if the long-term goal of a better and more appropriately educated society is sacrificed to the short-term goal of public expenditure restraint, it is to be hoped that the mistake will be widely noticed. Certainly Peter Jenkins' stimulating book will have made a major contribution to our understanding of the reasons why such mistakes could be made.

Gillian Peele is Fellow and Tutor in politics, at Lady Margaret Hall, Oxford.

The Origin of Language, Aspects of the Discussion from Candillac to Wundt. By G A Wells. Open Court £19.95. Archaeology and Language, the Puzzle of Indo-European Origins. By Colin Renfrew. Jonathan Cape £16. 0224 024957.

Both these books, one by a Professor of German and the other by a Professor of Archaeology, belong to the same mental climate of prudent, rational discourse about the mystery of language. "Why shouldn't they? Is that not the normal style of academic enquiry?" you might ask. "Not always," has to be the answer. When language is used for the discussion of language, the apparatus of understanding is trying to understand itself; it tends to overhear, and myths and mysticism begin to creep in. We don't actually know, and perhaps never shall, how speech began, or why most of the languages in Western Europe, together with some in Asia, are related as "Indo-European", while others remain unclassifiable. In this field, all is speculation, based on slender scraps of ambiguous evidence. But scholars have to go on teasing away at those problems, in the hope of shedding a little more light on the evolutionary process by which we came to be what we are.

Professor Wells' first point, briefly summarized, is that certain 18th-century thinkers, such as Condillac, Roid and Monboddy, who reflected on the possible origins of language before the evolutionary hypothesis had been fully elaborated, held sounder views than some 19th-century linguists - for example Humboldt and Max Müller - who were led astray by too hasty assumptions about their so-called "science of language", as well as by the portentous vagueness inherent in the German philosophical tradition. Wells, faithful to the spirit of the Enlightenment, seeks to de-mythologize the dilemma which prompted the 19th-century thinkers to dubious flights of fancy: if language is necessary to thought, how did men institute the conventional structures of language, before they had a language with which to discuss the issue? On this theme, Humboldt particularly seems to have tied himself into silly



Lost for words

John Weightman on the mysterious origins of language

clever knots that Wells has pleasure in unravelling.

His second, and major, point is that language, like other phenomena in cultural evolution, must have been a cumulative invention. Man, in common with some other animals, could think before he could speak; even today, individuals such as craftsmen can work out, mentally, very complicated procedures which cannot easily be put into words. The need to communicate probably led first to a conventionalized gestural system (here, Wells is following his former teacher, the late F R H Englefield), and then it was discovered that conventionalized sounds were still more effective, since they could be more subtle, were audible in the dark, and so on. Once the invention was launched, language and thought nourished each other as they developed. Wells' thesis is strictly argued and, to my mind, very plausible. But, of course, we are still left with

the questions: why did man alone make this break-through, and how exactly did he evolve grammatical structures? Evolution seems to be "true", but its basis and its modes still retain their mystery.

The purpose of Professor Renfrew's book is similarly to criticize some prevailing views, and to put forward a new theory. His repeated contention is that linguists and archaeologists have encouraged each other to make rash assertions, the former by accepting archaeological speculations as facts to support their theorizing and the latter by accepting linguistic speculations as facts to bolster up archaeology.

Roughly speaking, the traditional attitude has been that there was an Indo-European *Ursprache*, native to some central homeland of relatively high civilization, and that it was carried outwards by migratory waves of population, no doubt more advanced than, or inherently super-

ior to, such aborigines as they encountered. It was thought at one time that this *Ursprache* might be partly reconstructed on the basis of written remains and the surviving languages, and that the emigration routes could be plotted through the finds of ancient artefacts, especially pottery. There have also been attempts to define a proto-Indo-European ethos.

Renfrew reassesses all this in careful detail, discussing the arguments for and against the supposed homelands, throwing doubt on the belief that the emergence of a new style of pottery necessarily proves a population shift (it could occur through trade or imitation), bringing in technical considerations about the domestication of the horse and the discovery of the stirrup, and generally showing that a great many conclusions may have been arrived at too easily, especially since the earlier theoreticians were unaware of the vast depth of prehistory behind the earliest records or identifiable remains.

Renfrew favours a "processual" restatement of the problem, that is, while not precluding some migrations or conquests, he suggests that language may have been carried primarily through the development of farming which, by gradual stages, spread out from Anatolia and Greece to take precedence over the hunting and gathering techniques of previous inhabitants, who could not achieve the same density of population.

His argumentation is at times very complex as he proposes "interaction models" in place of "models of dominance or independence", and the whole discussion may leave the layman with the alarming impression that archaeology is a sort of jigsaw puzzle, in which the shape, or even the reality, of each piece is a matter for debate. The Indo-European connection survives this scrutiny up to a point, but it ends by looking less like a neat family-tree than like some disorderly growth, which has often turned back upon itself and eaten its own branches - to the bewilderment of the linguistic and cultural historian.

John Weightman is Professor Emeritus of French at London University.

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(1987)

Senior Information Book Award

Best of both worlds

Michael Duffy describes how the judges reached their decision



Senior Award – joint winner
Galaxies and Quasars
by Heather Couper and Nigel Henbest
Franklin Watts £5.25

It was going to be a busy summer, even without the spate of consultative documents issuing almost daily from the Department of Education and Science. But the prospect of joining the judges of the Senior Information Book Award was irresistible. It would be like spending September in an Aladdin's cave of delight, a bibliophile's counting house.

Well... yes and no. There were times when the unwrapping of the parcel was the keenest pleasure: some of the "series" offerings were, to put it mildly, unimpaired. A handful of striking photographs, a perfunctory text not always closely related to them, and a page of glossary or further reading is no sure formula for success, especially when publishers apply it. At 48 (or even 30) pages for £5.25, this

In this definition, the familiar textbook must surely be disqualified. The Art of English (Scholfield and Sims) is no doubt a worthy and successful work, but we found it difficult to turn to it even once. Jesus in the Synoptic Gospels (Mowbray £3.90) had a scholarly and perceptive text, but little shelf appeal. Usborne's Guides (Technical Drawing, £5.50, was the best of these) informed extremely well, but hardly stimulated. Hence the preponderance of "issue" books. Among these, the search for topicality created certain problems. Elections for instance, (in Wayland's Jacklustris Politics Today series, £5.50) was heavily handicapped by going to press before June 1987, but its four colour photographs of Mrs Thatcher presumably indicate which way the wind was blowing. Living with Science in Singapore (Macdonald) was a strangely titled attempt to put development into an international context, rather spoiled by its wooden Janet-and-John dialogue ("Oh look! I can see the sea!") and Unemployment (Wayland, £5.50) managed to combine built-in obsolescence with deadly Whitehall jargon. "The longest-surviving MSC initiative" doesn't exactly set the pulses beating. Here and elsewhere a proper concern for objectivity sometimes militated against readability. The most successful efforts, like Nuclear Safety (Watts, £5.95) or Food and Famine (Wayland, £5.50), skilfully combined balance with directness and clarity of view. Indeed, the second of these came very close to the award. It was a pity it used such an obviously dated supermarket photograph. "Ape Crumble - 8 1/2" is the sort of detail that young information seekers pounce upon.

It was among the issue books, incidentally, that sponsorship raised its head again. Flight in Focus (sponsored by the R.A.F.) was less blatant about this than About Modern Farming, sponsored by a variety of agricultural and agricultural interests, and clearly



Senior Award – joint winner
The Ultimate Alphabet
by Mike Wilks
Pavilion Books £10.95

showing it. Prospective users may care to note that both are published by Hobson/CRAIC.

Health education figured prominently among the 101 titles submitted to us (honourable mention here to Diet and Nutrition, Watts, £5.95) as did conservation and natural history (on the whole, a disappointing entry) and geography. Honourable mention here to Passport to China (Watts, £6.95) but too much of the guide book about the text; and to Deserts (Watts, £5.25) which had excellent text and drawings, and irretrievable photographs. Dishonourable mention to The Weather, Macdonald, £7.95, a gimmicky and expensive pop-up book with exiguous text, string-and-cereal-packet models, and a very limited expectation of life. The most popular categories,

however, were history and science/technology. Among the first, Dryad's A Day That Made Years (Salmon, for instance, is a graphic account of the events of April 1915 supported by an excellent "investigation" into the historical and political background, and by some rather grey but suitably sombre photographs. It came close to an award. So did The Roman World (Kingsfisher, £6.95), a brisk, enthusiastic text, lots of archaeological detail and good source material in free and lively translation; 95 pages, too – good value. Among the latter, Skyscrapers in Fable's Hw Hw Hw is made series (£5.95) is first class; well-produced, impeccably illustrated, and written with an architect's eye for detail and clarity.

an excellent introduction to design and technology.

But it was Galaxies and Quasars by Heather Couper and Nigel Henbest (in Watts' Space Scientist series £5.25) that won one of the two awards that this year's judges made. This is a model of its kind. It is designed and properly demanding, but it is written with a vigour, style and economy of language ("Some galaxies are rather scruffy", others "raise enormous tides in each other and tear out huge streamers of gas and stars") that brings out the excitement and the wonder of the physics. And the art work is quite superb. It is immensely impressive. We very much enjoyed it, and we know that its young readers will do so too.

And the second award? This is unusual, as followers of the competition will know. But The Ultimate Alphabet by Mike Wilks (Pavilion, £10.95) is a very unusual book. It is a book of strangely compulsive paintings – one for each letter of the alphabet. Each painting contains within it the representation of hundreds of different words, each of them beginning with the initial letter that determines the theme of the painting.

Over 7,000 words are so illustrated, ranging from aardvark to zygote, and touching every sort of knowledge in between. The aim, of course, is to identify them. A master-list is thoughtfully provided, and there are prizes for those who need this stimulus. But there is something in the paintings themselves, and in the eternal fascination of words and lists, that drives the "reader" to the bookshelf and the library, in search of the information that words contain. It is a handsome and original work: an information book that is different. We gave it equal first place, and turned again to our dictionaries.

Senior Award judges: Lesley Bulman, author and head of Kingsdale School, South London; Michael Duffy, head of King Edward VI School, Macclesfield and former president of the Secondary Heads' Association; Judith Elkin, senior lecturer in librarianship at Birmingham Polytechnic and co-publisher of the Books for Keeps Guide to Children's Books for a Multicultural Society.

Schoolbook Award

A matter of course

English and History were this year's subjects. Roger Knight and Jessica Saraga report



—English—
New Perspectives
Book 1
by Angela Bell and Hugh Knight
Oxford University Press £2.95

There are English teachers for whom the very idea of a coursebook is anathema. They tend to be teachers of extraordinary resourcefulness and energy. To them no coursebook can be free of one radical disadvantage: its author must address an unknown audience. For such teachers, resorting to coursebooks compromises their individuality and discounts the particular character of their pupils – which only they are in a position to know.

It is an honourable stance and, in its emphasis upon the importance of the English teacher's own initiative and culture, exemplary. It is also so present, as indeed in any previous time, quite unrealistic for the majority of English teachers (which includes many non-specialists). For them coursebooks perform a vital function. Obviously they provide the bread and butter of English lessons; but, more fundamentally, they mediate prevailing ideas.

Prevailing ideas are of course not necessarily the best ideas. In any case, which are our best ideas? The present is both a bewildering and an invigorating time for teachers of English. They are beset by unresolved questions that, unsurprisingly, are reflected in the available course material: what exactly do we mean when we speak of teaching the native language; what is the proper standing of literature in our subject; speaking cultures; where do we stand on the contentious question of oral communication and its assessment? We can hardly expect fully coherent guidance on all these questions from any coursebook. So, what distinguishes the best?

The best work will result from an intelligent engagement with those difficult issues and will show the courage of its eventual convictions. It will have two key elements: a conspicuous responsiveness to well-tried theory and an equally palpable sense of its practice.

Rootedness in classroom experience and observation distinguished the best of the books submitted. Its dreary, utility title notwithstanding, Robert Wilson's Improve your Writing Skills (Robert Royce) clearly represents the fruits of a gifted teacher's "happy experience of preparing students for 16 plus examinations". Arising out of work at Aylesbury Grammar School, it is neither larded nor suitable for more general use; unlike the latest in John Foggin's Write to the Point series, Lifelines (Mary Glasgow). Lifelines, like the other Mary Glasgow

submission I Want to Be Me (Chas White and Christine Shepherd), has the crucial advantage over much coursebook material of separating its well-judged advice to the pupil from its notes for teachers.

Such a separation represents one answer to a problem endemic in coursebooks: the problem of address. Coursebook writers address pupils, but they too frequently find themselves unable to avoid a language that inhibits rather than encourages an engagement with their material. Rhodri Jones, in his enterprising collection One World Poets (Heinemann), tells his adolescent readers to "select some of the symbols and images the [Nigerian poet] Gabriel Okara uses and explain their effectiveness": an instruction both backneyed and desperately difficult. In most of the poetry anthologies submitted, indeed, the frequently imaginative selections were in the stranglehold of variously routine or insensitive lists of questions. This deadly convention is the way to depress teaching in an always sensitive area of English. Indeed it's a symptom of the problem rather than a solution. Any teacher truly at home with the poetry will jettison the questions. Any teacher needing the support of the questions shouldn't mess with the poetry.

These are lessons that should surely by now have been thoroughly learnt – in poetry particularly, but in coursebooks more generally. Even New Perspectives (especially book two) is not without dourly conventional comprehension routines on well-chosen literature. John Seeley's English in Evidence (Heinemann) is an intelligent indication of what comprehension can amount to in the area of "non-literary material" for GCSE. Seeley has the advantage, as David Self (Listen, Talk Communicate, Macmillan) and Paul Groves et al (Talk and Listen, Longman), do not, of a fully coherent view of what is needed. There is undoubtedly much in these books that will be of value in the contentious area of oral communication. They will, however, need to be used very selectively; for each is tailored somewhat uncritically to the questionable view of speech ("oral and aural skills") that underlines the current procedures for examining it.

JK

Junior Information Book Award

Journey to the unknown

Tom Deveson on the startling, the welcome and the all-too-familiar



Junior Award
Belong Born
by Sheila Kitzinger and Lennart Nilsson
Dorling Kindersley £5.95

It happened to us all but it will never happen again, and none of us except Salvador Dali can remember what it was like. Being born, in the language of current educational controversy, is a topic where direct experience needs to be supplemented by learning the facts; and Being Born (Dorling Kindersley, £5.95) should satisfy partisans of both schools as well as those who simply want a book of high quality. Sheila Kitzinger has written a commentary to go with Lennart Nilsson's remarkable photographs, telling the universal story from the point of view of a single subject. From the "shimmering silvery blackberry" of the first few cells to the sleeping newborn, the reader's own first nine months are reviewed as the "you" in a scientifically accurate but often boldly metaphorical text.

Sometimes, it's true, the prose lapses into a rhythmically over-stressed sentimentality, and the pregnancy and birth described are very much of the kind that carry the National Childbirth Trust seal of approval. Children born by Caesarean or epidural methods won't be able to identify closely or confidently with what's shown. Fathers supply the sperm and then disappear from the story, though they may in fact "experience" a birth more directly than an anesthetized mother. But Sheila Kitzinger is a knowledgeable guide to this strangest of journeys. The pictures are striking while retaining an air of elusiveness; they would make even the most casual reader contemplate the mystery and the beauty of life's origin. For the sheer thoroughness of its production, sumptuous but inexpensive, and its strength in coming across as a personal book while remaining deeply informative, Being Born won the judges' unanimous

vote as this year's winner. It was that grace of not having been compiled by a committee of well-meaning advisers that appealed strongly about this book that came nearest. No more than Queen Victoria do readers want to be addressed as if they were a public meeting. Spine Biffa by Brenda Pettenuzzo with David Purcell (Watts, £5.25) combines the lively immediacy of the young protagonist who talks about his disability with the support of a well-written, accompanying factual text. Add a demanding but clear medical postscript and a sensible glossary and you have a worthy runner-up. It's good to see publishers intelligently tracing paths marked out by schools. Children with special needs are being integrated into classrooms and books about them are taking a rightful place among the educational series. (My Class visits a Nature Centre by Vivien Griffiths, Watts, £5.25), with the children in wheelchairs, was another that the judges liked the look of. And both of the two titles above can be used in ways that will match the varying requirements of readers. They can be for children alone, simply as reading books or as part of research on a topic, or shared with parents and teachers to give enlightenment, support and pleasure. Fact can be asured with the usual reserve for fiction.

Another trend that publishers are following positively is to make technology accessible to the young. A fine example is Wood by Kathryn Whymman (part of a promising series, Resources Today, Watts, £5.95), which manages to be unafraid in its exposition of technical processes centred round a familiar or even homely subject. It uses a lively mixture of photographs and drawings well-matched to a clear

text in an attractive broad layout. It's not likely to be read for fun, but will be more than useful in a public or school library. And when a recent library survey has shown that books on leisure are what children miss the most, it's good to see a book like Joyce Pope's Gerbils (Watts, £5.25), which is a practical guide for a pet-keeper, produced with a rare clarity. It also contains an admirable code of principles for treating small animals with respect and responsibility. Unfortunately, a less than helpful index aiming at random inclusiveness rather than specific rigour kept it from the final honours. But more books for children on their hobbies are badly needed.

A final trend worth noting: there's clearly a rivalry developing to publish the definitive warning against child abuse. Those the judges saw were hardly really beyond earnestness in their overall execution. There's a need for books here that sharpen problems as well as resolve them, that are inventively reassuring without being

Down with machine-gun questions!

The GCSE objectives seem to have concentrated authors' and publishers' minds wonderfully in secondary history books. Evidence and empathy skills pop up all over the place, though the answer to a good many questions has to be "pass". "Would you have trusted Colonel Blood?" "We came in search of Christians and spices," said Vasco da Gama's crewman in 1498. What exactly did he mean? Well, who knows? What seems to be required is informed speculation, not something to exact the less able to deal with easily. Whether it's realistic to expect them to deal with evidence and empathy at all, this is not the place to wonder.

Anyway, it's as well for pupils to start off in history as GCSE, means them to go on. Skills in History by Paul Shuter and John Child (Heinemann) does just that for the lower secondary slot, taking us through Romans, Saxons, Normans and Tudors in terms of evidence, empathy, and causation, chronology and the role of the individual. It's a pity about the chronological view where you'd have expected some Plantagenets, Yorkists and Lancastrians.

We were impressed too with Rulers and Rebels in History by Middlesboro (Oxford University Press) also for lower secondary, with its zappy headlines ("The Smithfield Mystery", "Standing up to the Stuarts"), its chapter on women, and its clear colour illustrations. But it does include the deathless line, "When the Government makes an important change today, it usually tells the people all about it", the question about exactly what Vasco da Gama's crewman meant. Questions were one of the judges' big concerns. If textbooks are going to do teachers' work for them in this respect, let's do it well, then, what?



—History—
The American West 1840-1895 by R.A. Rees and S.J. Styles
Longman £3.95

teachers want this?), then questions really must be good ones. We were stumped by the questions on the very first page of A World of Change by Rosemary Kelly (Stanley Thornes, £3.95). We didn't like the machine-gun questions fired with routine inevitability in many books at the end of every topic, and were particularly put off in the two otherwise worthy Blackwell History Project books (The American West and Trade Unions and Social Change), by the question boxes with machine-gun-like rows of black question marks. We were looking for questions which would draw the reader inside the topic and facilitate learning. We didn't always find them.

Some of the best thinking is in the books designed for the Schools History (formerly Schools Council) Project. Crime and Punishment (Stanley Thornes) and Energy Through Time (Oxford University Press) both come with supplementary teachers' books. The Energy Through Time teachers' book emphasizes the need for provoking thought and discussion in place of the traditional "What's the right answer?"

approach, and makes the vital distinction, where pupils are overwhelmed with facts, between "disposable" and "durable" information. The Arab-Israeli Conflict by S.J. Perkins (Macmillan) answers SHP topic, successfully walks the tight-rope of impartiality and tells a compelling story. It's tough and sophisticated though, for GCSE level, and the assignments are hard to cope with on the basis of the text alone. But then it's a tough and complex topic. The winner's task was easier, with its immensely colourful and appealing subject. The Longman The American West, by Rosemary Rees and Sue Styles, already into its third impression, scores also on its authors' evident engagement with their subject. There is no ethnocentric assumption that the American West's history belongs to immigrants because its future fate turned out to do so. Just as much as the story of the Frontier and the huge westward wave from the eastern seaboard which finally travelled coast to coast, it's the story of what amounted to genocide, the loss of a way of life,

and the triumph of property and possession over freedom. It begins with the life and culture of the Plains Indians, and ends, not much more than a century later, with the buffalo exterminated, and Big Foot lying dead on Wounded Knee. The sourcework too deals with the Indian as well as the immigrant experience, and is carefully thought out to provide a deeper understanding of what's in the text, as well as to give practice in historical skills. There are clear links between text and illustration, and the layout has been managed without any of the muddle or overcrowding of so many of the books we looked at. In a good history field, there were no doubts in any of the judges' minds which book should win. JS

Schoolbook Award judges: Geoff Fox, senior lecturer in education at Exeter University; Gerald High, head of Henry Bellars Middle School, Nuneaton; Roger Knight, senior lecturer in education, Leicester University; Jessica Saraga, who teaches at Nonsuch High School, Chert.

All illustrations taken from the winning books.

Save! Save! Save!

Mary Hoffman on the good news and the bad news about conservation

Save Our Wildlife series. By Althon: Parrots 0 582 23622 3. Whales 23621 5. Gulls 23620 7. Leopards 23619 3. Longman £3.95 each.

Endangered Wildlife. By Martin Banks. Wayland World Issues series £6.50. 9 85078 954 0.

Vanishing Habitats. By Neil Simon 0 86313 592 7. Saving the Whale. By Michael Bright 616 8.

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Dryad Press £6.95 each.

Countrywide series. By Laurie Bowell and Clifford Lines. The Countryside Under Threat 0 85078 938 9. Recreation and Tourism 937 0. Villages Today 935 4. Country Crafts and Industries 936 2. Wayland £6.50 each.

The good news is that conservation has really arrived in children's books on natural history. The influence of the World Wildlife Fund, Greenpeace, Friends of the Earth is seen in the new "Save! Save! Save!" approach, whether it be whales, eagles, rainforests or whatever. Now for the bad news. Almost all these books look as if they were published 15-20 years ago. Publishers' design departments are some of the few places that should not be conservation areas - the time is over-ripe for radical decisions to make "issues" books look less worthy and more attractive. The subject of safeguarding our planet and the crazy and beautiful store of wildlife it houses should never seem less than the most urgent and fascinating there is.

Starting young, there needs to be a re-think about the different registers used for fiction and information books. Althon's *Save Our Wildlife*

series is impeccable in its stance and has really lovely artwork - particularly the endpapers. So full marks to illustrators Barbara McGill and Peter Gill. But the choice of typeface for covers, plus a school-y line all round the edge, reduces their shelf appeal.

They don't have the apparatus of an information book, like index and glossary, which is appropriate right from the beginning of reading, particularly if you need to use words like "camouflage" and "migrating". Nor do the books have the simplicity claimed for them by the publisher. Althon is addicted to the future and future-perfect tenses where the present would be equally suitable: "The flock will have spent the night in the trees" is on the first page of *Parrots*.

"Whales are not fish" is the first sentence of *Whales*. What a way to start! The introductory note says that children can read the pictures while the "story" is read to them and that is the trouble. So long as this material is presented in story form, it can only tell that the author of these plots is Nature and not Althon. Particularly when she tells you gorillas have "wives"? Finally, nought out of 10 for the editor who let all the titles be printed in the singular on the title-pages and in the plural everywhere else.

Non-fiction for infants is the hardest of the lot, though, and you can feel the writers' and publishers' relief when they can un-conscient themselves into longer blocks of text and harder words. Martin Banks has written probably the most important text in this batch, with sections on what causes extinction, active conservation etc. I also liked the boxed facts like the agreed international definitions of "endangered", "vulnerable" and "rare". This is the least off-putting presentation of the older books though it could still have been more attractive.

Franklin Watts' *Survival* series doesn't aim to attract. It's a gritty hard line approach to some very unattractive subjects, like "Killing for luxury". The two latest are equally powerful. *Saving the Whale* has some really sickening pictures and details. Particularly repulsive was the smiling little Poreese boy playing with the pilot-whale foetus just ripped from its



Black-headed gulls, from *Towns and Parks* (Macdonald Nature Notes series, £4.50 each)

mother's corpse. It takes pictures like the motorway underpass for roads in *Vanishing Habitats* to help the hot flush of shame at being human to ebb.

Project Ecology manages to bring some fun in through the activities like "comparing insulators" and "keeping a snail". But the expository text is too long and densely presented for the age-groups that would most benefit from these simple introductory experiments in natural science. Again, it is as much a design as an authorship issue.

The *Conserving Conservation* series, which appears to be written for secondary school use, takes up the "double-appeal" to an issue approach, so beloved of information books on controversial topics. The valiant authors try hard not to be strident-jacketed by this. I liked *Disappearing Rainforest* for the clear diagrams and urgent tone, though what was valuable in *Hunting, Shooting and Fishing* was the cool and level approach. The facts speak for themselves, though I wish that the author had included a picture of farrowing in a shop window, as Martin Banks did in *Endangered Wildlife*.

Mary Hoffman

Way back when

Families in the Fifties. 0 7136 2703 4. Families in the Sixties. 2704 2. By Allison Hurst.

Adults and Children Black £5.95 each. *How We Used to Live 1954-1970*. By Freda Kelsall.

Adults and Children Black in Association with Yorkshire Television. £5.95. 0 7136 2925 8.

On the cover of *Families in the Fifties* a photograph of Bill Haley and the Comets. It bothered me for a moment until I realized that it was in colour. For me Bill Haley will always be like Harold Lloyd and Alastair Sim, strictly black and white men. So those jackets were red were they?

However, I just want to say that although I was 12 in 1950, never went to a Coronation tea party; my mother did not have a craze for indoor plants; never went to a holiday camp; *Star Trek Special* was unknown to me; of coffee bars I was entirely ignorant, and the D.A. was not much worn in my school of the woods. Which proves nothing except that, as someone once said, there is not one History but many histories and we have to be wary of giving children two stereotypical views of the past.

That being said, both *Franklin's Families* and its companion volume, *How We Used to Live*, provide a wide coverage of a period which saw immense social change. As they upon which to hang the story of the books follow the Turners, a young couple married in 1946. You could argue about the generally comfortable and well-laid and the pictures add information as well as illustrating the text.

Freda Kelsall's book is based on YTV's excellent schools programme with the same name and covers much the same ground in a slightly more sophisticated way for children a little further up the junior to lower secondary age range. There are many things here you thought you had forgotten: remember the Initial Teaching Alphabet? The Polaroid Swinger?

Major news items are covered with the help of *Franklin's Families* and many of the illustrations are in colour.

Gerald Haigh

Surface tension

Ubarna Explainers series: Things That Fly. By Kate Little. 0 7460 0105 3. Things on Wheels. By Kate Little. 0091 X. Things That Float. By Annabel Thomas 0105 7.

Ubarna Explainers series: Metals and Alloys. 0 86313 615 X. Plastics 549 8. By Kathryn Whymman. Franklin Watts £5.95 each.

Science At Work series: Using Materials. 0 86313 481 5. Size Is What. 482 3. By Eric Lalliwat. Franklin Watts £5.25 each.

Experimenting with Magnetism. By Alan Ward. Dryad Press £6.95. 0 85219 663 6.

Just one of these primary science books are the *Ubarna Explainers*, pursuing that ever-popular topic of transport. They are made of the stuff that interests children: dragsters, grand prix racing, motorbikes, helicopters, zeppelins, rockets, submarines, lifeboats. All these and more feature, as well as sections on the biggest, the fastest of these moving things. The style is almost a series of annotated pictures, with a plethora of facts packed around the appealing, colourful artwork. The peeps into a car assembly line, a liner, a hovercraft, or what have you, are intriguing. Lots to stimulate and excite young, lots to help with topic work, and lots of value for money.

The Franklin Watts *Resources* Today series presents some straightforward factual texts on *Metals and Alloys* and *Plastics* which are suitable for the upper end of the junior school. The photographs and art work are Allen Wolf chosen with, for example, an excellent shot showing the interior

of an open pit copper mine, and clear semi-diagrammatic illustrations make it simple to understand how a blast furnace works. The chemistry of plastics is complex but it is handled well and the presentation is within the capabilities of upper juniors. Mining, refining and shaping metals, and making and moulding plastics feature, as well as other sections including the story of a tin can and the story of a plastic toy. Both books conclude with a facts file section.

I don't doubt the scientific and technical veracity of Franklin Watts' other series, *Science At Work*, but I leave primary school teachers to judge whether they think texts saying "the ordinary forces of nature such as friction, viscosity and surface tension change with size in relation to other forces such as those due to gravity, inertia and the strength of materials" or "the state of a material depends on the movement of the tiny molecules of which it is made" are suitable for their children.

The Dryad Press book on magnetism, with its unappealing graphics, old-fashioned look, and sometimes odd choice of off-putting yet there are strengths to the text. A wealth of ideas for experiments are put forward which could take many children well beyond the stage of finding out what magnets will, and will not, attract. The book is intended for children but the phrasology at times left me perplexed as to whether the author was writing for children or for teachers. Both could pick out many things to do, and the book would be a useful resource for a teacher.

Roy Richards

Woollies

The Story of Wool. By Geoffrey Peterson. Andre Deutsch £5.95. 0 233 97922 4. All About Wool. By Claire Johnson. Moonlight Publishing £2.95. 1 851008 3 1.

Geoffrey Peterson's books about farming are always delightful to read and wonderfully detailed in a way which respects both reader and subject. This latest one, like its predecessor, tells its story by means of clear text and superb illustrations.

We are shown how spinning was accomplished, by hand, by distaff and by wheel and the story of progress to the present day taking in all manner of cloth making and sheep rearing practices and processes.

I remained in the dark about one or two things though. The need for "fulling", for example, is set out but I am still not sure what "fullers earth" actually is, nor could I entirely understand from the illustrations how the fulling stock actually worked.

All About Wool on the other hand, despite its title, does not mention fulling at all. Still, this attractive little volume is intended for an earlier age group and as well as covering the basic ground it does deal with some of the things that Patterson leaves out, including the surely important point that numerous animals other than sheep are sheared for their wool. To finish with you can make a jolly rabbit out of an old pair of woollen gloves.

These two excellent books are complementary rather than competitive and a primary class looking for topics really needs both.



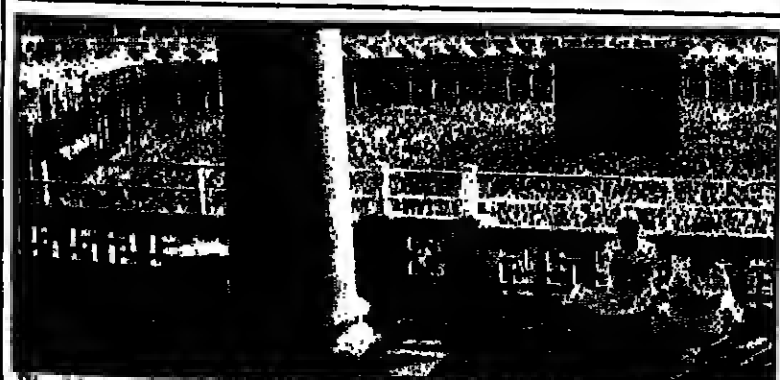
Dragun's tale

Walter Dragun's Town: Medieval People at Work. Written and illustrated by Sheila Sancha. Collins £7.95. 0 00 195874 7.

Walter Dragun's Town takes us to Stamford in Lincolnshire, to an August evening and the following day, in 1274. Some merchants from Florence are expected in the town, and workers in the wool trade are hurrying to get spun wool and finished cloth ready for sale. Text and drawings take us through every process in the making of cloth, from the sheeps' backs to the export quays, against the background of the life of the town. We meet individual people, up and down the social scale, from Walter Dragun the seneschal, with the powers of a tyrant who answered only to Earl John de Warenne, to Henry Cobb the carter, from whom an unjust toll was exacted, and poor Thomas Savage, cast into prison for no cause.

Lovely illustrated in pencil drawing with fluidity of line, gentle wit and impressive scholarship (any author will tell you that you need to know more, much more, to draw something than to describe it), people, streets, and the buildings of the town come to life on the page, full of detail: here a child feeds a dog, there a shopper at a market stall has his purse-strings cut.

Jill Paton Walsh



Worshippers at the Holy Mosque. From *Living in Makkah* (reviewed below)

Arab bazaar

The Middle East. By Maureen Ali. Macdonald Educational £5.95. 0 356 13161 0.

People at work in the Middle East. By Christine Osborne. Batsford £7.95. 0 7134 5571 3.

Let's Visit Qatar. By Maureen Rickman. Macmillan £4.50. 0 333 44980 0.

Living in Makkah. By Shadiya Sugich. Macdonald £5.95. 0 356 10327 7.

The Middle East is a vast area made up of countries which are home to a bewildering variety of peoples, religions and political situations. The radical changes taking place in this vital bridging point between East and West have attracted the attention of several publishers and some recent titles have attempted to interpret them for young people.

The Middle East by Maureen Ali is a revised edition of a title in the familiar Macdonald Countries series, first published in 1980. The revision has been fairly extensive, since much has happened in seven years and sadly a new section entitled "Adjustment through violence" has been added. The author has attempted the impossible, however, in covering the whole of the Middle East, including history, religion and the maze of 20th-century political

change in 45 pages. The coverage was bound to be superficial, which is dangerous in such a controversial and complex area.

The facts are stated objectively enough, but bald statements offer little help in interpretation for the young reader, especially where politically complicated and sensitive countries such as Iran are discussed. The text is fairly readable for the able top junior and lower secondary age group and the book is hang up to date, with Iranage and the bombing of Beirut, but accessibility of text does not compensate for the constraints which lead to oversimplification.

People at work in the Middle East by Christine Osborne looks at a very specific aspect of the area and therefore is much more detailed. Unfortunately, the strange double column layout and curiously brief chapters, together with some rather dreary black and white photographs make this a forbidding volume even for 13 to 15-year-old readers to tackle. The text varies from the dry prose of geography text-books to purple passages like the following: "Thundering out of the Asian Steppes, the Ottomans were warrior horsemen intent on plunder

The historical background from 1453-1948 is covered in two paragraphs.

Festivals

Carnival. 85210 019 2. Commemorative Festivals 018 4. By Jan Mayled. Wayland Festivals series £5.95 each.

Brothers and Sisters. By Sue Perry and Norma Wildman 7136 2934 7. Harvest Festival. By Lynne Hannigan and Renu Nagrat 2935 5.

A and C Black Celebrations series £3.95 each.

Watch: Festivals. By Julia Drum and Harry Sutton. BBC Books £1.95. 0 560 21339 6.

Festivals are fun. They are also increasingly fashionable with the publishers of children's books as they can be illustrated with lots of colourful, multicultural photographs. Wayland's Festivals series is no exception in this respect and, for the middle school age range, is one of the better.

Of its two latest titles, *Carnival* illustrates pre-Lent customs from

around the world, ranging from America (where Mardi Gras is celebrated with gay abandon) to Munich and Cologne (where Fasching incorporates a beer festival) and Britain (where we toss fried batter in the air). As well as Shrove Tuesday, the book also covers the Notting Hill Carnival and celebrations from Hindu, Chinese and Haitian traditions.

Its companion, *Commemorative Festivals*, concerns itself primarily with secular commemorations such as independence and remembrance days as varied as Burns' Night, Martin Luther King Day and Hiroshima Day. Though a very useful book in many ways, its illustrations are sometimes disappointing.

The Celebrations series for younger juniors and top infants is extended by books on *Harvest Festival* and *Brothers and Sisters*. The former is exclusively urban in tone and, although multicultural in appearance, is concerned only with the Christian tradition; the second is largely an introduction to the Hindu festival of Raksba Bandhan. On

this day girls tie amulets to their brothers' wrists to ward off evil and the boys give their sisters presents in return. That it is comparatively unknown in the educational world is probably because it occurs in mid-August. The book, however, is also a wider celebration of siblinghood.

BBC School Television's series *Watch* is focusing on a number of festivals this year and the accompanying *Festivals* is "a picture book packed with information" which "can be used at home or school". Frankly, it is a mess. With anaemic artwork of the sort never seen outside information books and with getting on for 100 different festivals described in 30 pages it is quite unacceptable when you remember that *Watch* is a series for infants. Does this age group really want to know how Balinese girls have their teeth filed, why some Aboriginal youths have one of their teeth hammered out and how the Bulls are run in Pamplona?

David Self

New look

Look at Faces. By Henry Pluckrose 0 86313 567 6. **Look at Feet**. By Henry Pluckrose 553 6. **Look at Hair**. By Ruth Thomson. 568 4. **Look at Hands**. By Ruth Thomson 554 4.

Franklin Watts £5.25 each.

Spotlight on Airports 0 86313 602 8. **Spotlight on Cars** 629 X. **Spotlight on Dinosaurs** 574 9. **Spotlight on the Moon** 575 7. **Spotlight on Spacecraft** 630 3. **Spotlight on Trees** 631 1. By Andrew Langley.

Franklin Watts £5.25 each.

These two new series from Watts look set to be winners.

The first builds on and complements their series for the nursery years and beyond - *Thinkabouts* and *Knowabouts* - but moves towards that more substantial subject content which teachers have been asking for. There is, indeed, a slight progression within the Look series: while Henry Pluckrose is still interested in basic concepts, Ruth Thomson takes up a more traditional information-giving role. Visually the new Look series must be one of the best in the business: a satisfying near-square shape, pointed up by bright primary colours and uncluttered



From *Look at Faces*

cover pictures by - no, not Chris Fairclough this time - Mike Galletly.

The subjects are homely - *Faces*, *Feet*, *Hair*, *Hands* - the aim, to stimulate curiosity, observation and experiment. Each book ends with a fact sheet, suggestions for further activities and lists of associated words and sayings. The authors guide the reader through in a personal, relaxed tone. While it is easy to place the Look books in the first school, it is harder to

Peggy Heeks

Information Books

How We Used to Live 1954-1970. Freda Kelsall.

Lively text illustrated with contemporary photographs describes the rapid changes which followed post-war austerity. Currently on TV. £5.95

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famous,
fantastic,
fine,
outstanding
Wonderful.

THE OXFORD
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FOR CHILDREN

lingo

Yibbies

Yes, we now have yibbies. They are the kind of people for whom the Midland Bank has designed a new sort of account, the Vector. It is aimed at "younger, self-assured individuals who earn a good salary but do not have the time or inclination to watch every penny in their account". That is what the bank says. Someone else says that they are yibbies, that is, young interest-bearing bank investors.

Yuppies appeared in 1984 or thereabouts, young urban professionals so inhaled in US marketing jargon. They were nurtured or maturing hippies, if I have got my dates right.

We have also had Yuppies, Fuddies, Casuals, Preppies, Buppies, Kuppies, Dinkies, Poscurs, Grebs, Sinks, Swells and Gothies. A confused writer to the letters column of a newspaper has complained about this rash of categorizations, and who can blame him? The way things are going, there will have to be an Oxford Book of Dotty Classifications, with supplements coming out every few years.

The confused writer, by the way, described himself as a Cospie, a confused older stable person. Me, I'm a Duthie: don't use them.

W S Brownlie

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Family fun - but not all children are as lucky as these

Putting Children First is a volume in honour of Mia Kellmer Pringle. Edited by Ian Wallender and Kerl Fegelman. Falmer Press £15.95. 185000 2185. £8.50 219 3

Sharing Child Care in Early Parenthood. By Malcolm Hill. Routledge £29.50. 0 7102 04973

School Phobia and Its Treatment. By Nigel Blagg. Croom Helm £25. 07099 39383. £11.95 50500

Ethical Issues in Family Therapy. By Sue Walrond-Skinner and David Watson. Routledge £16.95. 0 7102 11961

Divorced Parenting: how to make it work. By Sol Goldstein. Methuen £8.95. 0 413 15030 5

For Your Own Good: the Roots of Violence in Child Rearing. By Alice Miller. Virago £4.95. 0 860 68899 2

Why is it so difficult to take the needs of young children seriously? As I write the Government has just announced its intention to freeze the level of child benefit, already one of the least generous of such allowances in Europe. Yet it has long been known that provision for young children is a good investment for the state. It can save both financial and emotional costs later on in terms of the need for extra health care, extra help at school, the costs of public care and the problems of truancy and delinquency.

If public awareness of these issues has increased at all over the past 15 years, Mia Kellmer Pringle can claim a good deal of the credit. As founding director of the National Children's Bureau she was a tireless campaigner for the needs of children, and was able to influence academics, professionals and policy-makers across a wide range of disciplines. Her classic work *The Needs of Children* is still required reading. We now have a memorial collection of her papers, though I wish the editors had put her name rather than theirs on the spine and title page.

She was particularly concerned about the effects of disadvantage on young children, and the consequent burdens for the state. Some of her proposals have been taken up. For example, the primacy of the needs of the child has now been incorporated in most of the relevant law, so that it should prevail over those of unable, unwilling or unfit parents. And it is salutary to be reminded that as far back as 1946 the Curtis committee was recommending adoption as the most effective form of substitute care for children deprived of a normal home.

Others of her projects have yet to be realized. She complained repeatedly about how pre-school care is stratified, with more affluent and better educated parents sending their children to voluntary playgroups and nurseries, while poorer parents have to pay for childminding or day nurseries. She advocated a single integrated system of what she called "pre-school comprehensives" offering a range of service according to need. These ideas seem more utopian now than when she first put them forward.

Kellmer Pringle was a great believer in checking her intuitions by research and she would have welcomed the idea for such a study as Malcolm Hill's *Sharing Child Care in Early Parenthood*. Hill had the "good idea" of

For the sake of the children

Stephen Barber on those in need and those who care

studying what happens in practice when parents arrange for those outside the immediate nuclear family to care for their young child. He is not only interested in regular formal arrangements, such as nurseries, but also care given by neighbours, relatives, friends and others such as members of baby-sitting groups.

Unfortunately his approach, though it may have pleased his academic supervisors, is just the sort of writing that gets research a bad name among busy practitioners. His book is much too long and his sample too small and too specialized - some 70 two-parent families in the Lothian region. He writes heavily, with no attempt to woo the reader, and indeed irritates it, one by buttressing the trestle observation or idea with several references. He adopts the popular but banal oversimplification of classifying his families as either middle or working class. And even so he is unable to see the wood for the trees so that the reader emerges from a long book without any usable general insights at all. It is very difficult to get practitioners to read research, even when well and attractively presented, so researchers must accept some responsibility to consider their audience. Some of the essays recently commended by the *THES* in their pamphlet on decision-making in child care display the necessary qualities.

So, in many ways, does Nigel Blagg's useful book on school phobia, a condition which he carefully distinguishes from truancy. It is associated with autistic problems rather than with the poor parental control and delinquent behaviour that characterizes truancy. Still, many readers will find the first half of his book heavy going, as he devotes it to a thorough review of the literature. He compares many treatment approaches before all, for the simple reason that it works. "All of these studies emphasize a vigorous energetic approach to treatment in which fears and anxieties are exposed and unconsciously contained. In every case encouraged school attendance is advocated where possible. Escort systems are favoured and, if explicit or implicit threat of legal intervention is regarded as a legitimate therapeutic lever."

These firm words would also describe Blagg's own approach, which he deduced out of a period of years as a special facilities. The second half of his book is given over to describing his own technique. He takes the reader step by step through all the tasks and pitfalls, from medical factors to educational arrangements. He does not shrink from his therapeutic techniques to the

discussion of social issues. Mary Wainick is probably the best known because of her leadership of the debate about artificial methods of human reproduction.

None of the philosophers here is of her stature, but it is good to see them involved, and even better to see them lay into the "strategic method". It seems to crumble of telling families in the belief that this will be a good. Other contributors write how the interests of some family members can conflict with those of others, and the particular pressure on women to keep their families in trouble as they often have most to lose if it is unsuccessful. I wish a lawyer had also been involved, as many kinds of family work take place only one step before the court, such as conciliation in divorce and rehabilitation work in child care. Perhaps this will be done another time.

Sní Goldstein's book on *Divorced Parenting* differs from the others in that he writes directly for families rather than for professionals trying to help them. His main point is that two separate parents still can and should be mother and father to their children. This basic truth is nevertheless often lost sight of in the pain and confusion of actual divorces, where the adult feelings about each other can easily swamp those of the children. Apparent concern for the welfare of a child can often be a way to get back, at least back at the last spouse. Goldstein carefully, painstakingly and unceasingly disentangles the children's needs from the adults' problems, not forgetting their needs too and offers advice and examples on how to sort out practical problems. He believes it is possible to be frank with children without overwhelming them with problems or diminishing them. Indeed, he contends that with careful handling divorce need not be damaging. He is Canadian but his book has been fully adapted to our English audience and is one of the best of the new self-help books about divorce.

Alice Miller comes from quite a different world. She is a naturalistic Swiss psychoanalyst who, like in the discovered that many of her patients had been physically abused as children. Her book is a passionate plea against what she calls "poisonous pedagogy", the kind of child-rearing that emphasizes discipline and obedience at the expense of spontaneity, trust and discovery learning.

English readers will be familiar with this, and will have learned that the traditional psychoanalyst's growth of behaviour encourages the growth of what is known as the authoritarian personality. But it is a live and current concern for Miller. She cites German child-rearing manuals and case histories to support her case. Her most powerful example is Hitler, who was himself an abused child, and who may have been, or may have thought he was, partly Jewish. She has convinced me that those are key factors both in his personality and in his success in persuading the German people to follow him. Hence her subtitle: *The roots of violence to child-rearing*. Her book is too long, strident and in parts almost unbearable to read, but on the main issue one can only shudder with recognition.

Stephen Barber is social worker for the London borough of Kensington and Chelsea.

Cardinal de la Rochefoucauld, Leadership and Reform in the French Church. By Joseph Bergin. Yale University Press £22.50.

The Counter Reformation in France is a remarkable story. It is associated with a number of lay individuals, such as Madame Acarie, who made her house a meeting place for those who were determined upon a spiritual regeneration; famous saints, such as Francois de Sales and Vincent de Paul; reforming clerics such as Pierre de Bérulle, who combined a mystical sense of humiliation and abnegation with great practical abilities, so that he founded the Paris Oratory (in 1611); Jesuits, such as Coton who became confessor to two monarchs, missionaries such as Michel Le Nobletz and the indefatigable Julien Maunoir who carried out literally hundreds of missions in Brittany. All these activities and achievements took place within the framework of the rivalries which are to be associated with the Court, with Orléanais, with the Parlements, the University and the Papacy, as well as with ambitious individuals.

Among the many personalities of this Counter Reformation is Francois de La Rochefoucauld, the great uncle to the famous moralist. He lived from

1558 to 1645 and was bishop, Cardinal, Grand Almoner to the Court, President of the King's Council and Papal Commissioner for the Reform of religious orders in France. Yet, we learn from Dr Bergin, that in spite of having held these high offices, and in spite of belonging to one of the most distinguished of aristocratic families, La Rochefoucauld is far from being a well known historical figure. He is not revered as are the saints, he is not surrounded by the same adulation as are the missionaries (one thinks of the many legends concerning Julien Maunoir), he never achieved the political power of Richelieu. Indeed, when he was made a Cardinal in 1607, it was difficult to know exactly why he had been singled out for this honour. He had no background of personal service to the Crown, he was ill at ease at Court and had no personal ambitions there. He was frequently absent from Paris when he was bishop of Clermont because he believed that a bishop should reside in his diocese.

This book, however, saves La Rochefoucauld from neglect. Dr Bergin has discovered many manuscript sources which are, he tells us, very uneven, but which enable him to document this long and active life. In some respects it is a biography; but essentially it is a study of some of the

problems which faced the Church and the ways in which those in authority attempted to resolve them. Written with admirable clarity and directness this study enlightens us on the Counter Reformation (or *renaissance religieuse* as the French prefer to call it) as a whole. No-one believes that the Counter Reformation was simply an answer to the Protestant Reformation (the missionaries in Brittany had a few worries about Protestants but many about paganism and about the malpractices of the Church), but was rather a long drawn out movement, which may have begun much earlier and have flowered much later than has often been thought.

Among the many commonly held assumptions which this book questions is that the upper clergy of the French Church were not noted for their devotion either to duty or to religion. The most celebrated bishop of the Ancien Régime, Talleyrand, is sometimes regarded as the most typical. But although La Rochefoucauld's appointment as a bishop, at the age of 25, was in line with a particular pattern whereby the territorial power and the aristocratic connections of the family were most influential (and could even override the ruling of the Concordat of Bologna that he was under the minimum age for a bishop) this ecclesiastic

did not fit into any pattern of cynicism, indifference or absenteeism.

So great was the reforming reputation of La Rochefoucauld that his contemporaries compared him to Carlo Borromeo, of Milan, who was the model bishop for Catholic Europe. Later historians have even suggested that La Rochefoucauld was directly influenced by Borromeo when he encountered him during a visit which he paid to Italy when he was 21. Dr Bergin, however, argues that there is no evidence to support this edifying tale. Instead he points to the list of books which the Cardinal kept in his private oratory, and which shows how he was certainly influenced by theologians from Spain and Italy (as Madame Acarie had been influenced by an English Capuchin friar). But the single great cause which La Rochefoucauld identified as being at the root of the Church's problem was the "prodigious ignorance" of the clergy. This was the great discovery of the Counter Reformation as it was also the discovery of the Protestants. Dr Bergin's excellent book shows us how, even if one studies one single Catholic magnate, one should be studying religion in its widest sense.

Douglas Johnson

Battles won

Dear Girl: the diaries and letters of two working women 1897-1917. Edited by Tiert Tompson. The Women's Press £6.95. 0 7043 4026 7

Out of the Cage: women's experiences in two world wars. By Gail Braybon and Penny Summerfield. Pandora £6.95. 0 863 58 228 1

Women in Wartime: The Role of Women's Magazines, 1939-1945. By Jane Walker and Michael Vaughan Rees. Macdonald £9.95. 0 356 12887 3

"I cannot see how we are to get an ideal man until woman is spiritually and economically free. I wonder whether such a man will ever exist." Eva Slawson wrote provocatively in her diary, not during the women's movement of the 1970s, but actually in 1913. Her diaries and letters between 1897 and 1917, along with those of her best friend Ruth, are collected in *Dear Girl*. They make an unusual and illuminating read.

As working women who did a range of jobs from manual to secretarial work, Eva and Ruth speak of long hours and low wages. With domestic chores as well there was little time left for themselves, but they both showed a remarkable thirst for thinking, reading and writing.

They also became increasingly actively involved in political and social issues as they advocated non-militant action in the suffrage movement, experimented with vegetarianism, and - drawn into the First World War - campaigned for peace. The *Sex Question* figured prominently in their minds, and they shyly deliberated on the idea of Free Union (sex before marriage), which was fashionable in liberal circles at the time. Indeed, sexual frustration caused much regret for both Eva and Ruth, though Eva in particular felt herself to be an "odd" woman. (Because there were more women than men in the early 20th century some women felt surplus).

Thompson's editing concentrates on the relationships between women, and she seems closely involved herself in the lives of her subjects. This adds an intensity, but I wonder whether a little more distance might have produced a shorter book. She suggests that either unavailability or the dissatisfying nature of relationships with men reinforced women's amazingly deep and close friendships. If a few battles have been won since 1917, this type of passionate friendship has, for the most part, sadly been lost.

Though Eva and Ruth claimed to be "ordinary" women, one suspects their activities were unusually wide. Many other women were tied to the house, in



From Working for Victory? Images of Women in the First World War by Biana Candell and Jean Liddard (Routledge, £19.95).

1911, writes Gail Braybon, just 29 per cent of the workforce was female, and it wasn't until the First World War that women were recruited en masse to fill the jobs left vacant by men who had joined up, or to make munitions. The pattern was repeated in the Second World War when 80 per cent of married women joined the war work force in some capacity. In *Out of the Cage*, Gail Braybon and Penny Summerfield describe women's employment patterns and experiences using interviews which they back up with statistics. The result is light rather than weighty but very readable.

If women gained financial independence, job mobility and (sometimes) equal pay, they were also exposed to health hazards - TNT turned the skin bright yellow - obstructive attitudes by male unions, and something called "the double burden". Women were weighed down by domestic duties while continuing to work extremely long hours. One factory graciously claimed that shift work would help women do a full time job as well as the housework. Where was the time for sleep?

Even so, once women had spread their wings they were reluctant to be caged again. Although both wars ended, a general effort to persuade women to return to the home, large

numbers of women wanted to keep their jobs. Given that women had few sympathies with war, claim Braybon and Summerfield a little insistently, they did at least gain some ground. But it wasn't enough, they add. After all, in 1987 only 37 per cent of the civilian UK workforce is female.

Women in Wartime is an intriguing and amusing look at the role of women's magazines during the Second World War. Jane Walker and Michael Vaughan Rees have furnished a wealth of detail about how people lived; *The Lady* reported that "The President of the Board of Trade has cut in two the large bath towels he used to enjoy to cut down laundry bills and hopes this plan will be followed all over the country".

There are poignant examples of wartime strain - "wash away traces of tears with warm weak tea" - and extracts from problem pages advising on issues as diverse as how to look your best in an air-raid shelter to the ethics of dating a black GI. The magazines also illustrate a change in attitude towards women's independence: "there should be an end to the unnatural cleavage between the career woman and the homemaker" stated *The Lady* in 1944. So what's new?

Helen Ryatt

Hold fast

The New Babel. By Peter Mullen. SPCK £2.50. 0 281 04256 X.

Now then, let's start at the beginning - what was the old Babel? Mr Mullen should not have assumed we know, not when one of the many innovations in this modern jeremiad is today's neglect of the Bible. Well, there it is in Genesis: "the whole earth was one language and of one speech". But then got cocky, reckoned they could build a tower right up to heaven, so to take them down a cubit or two God resolved "to confound their language that they may not understand one another's speech".

Now it's babel again. Words by the million, images by the acre, none demanding more than infant-class attention span as they are shot-spaced through radio meshworks or squeezed on of crotch radio tubes. Media controls our sensibilities, pre-mixes experience for us - "three pensioners were killed in a house fire in Bradford, now here's Barry Manilow with . . . Radio 2 has spoken. The Church samplers on behind, terrified of being left off this all-gilt bandwagon. "Nice to see you," calls the vicar in one church, then leans forward, ear cupped, to evoke "To see you, nice" from his TV-conditioned flock.

Muzak in pubs, shops, wherever two or three are gathered together, bleepy cash registers, that make a noise because the micro chip has made it perpetually possible and the pop papers' front pages publicizing people who do not exist except as images in a soap opera: all is blather and image, as though we had forgotten the prohibition about the worship of images. "What are the roots that clutch . . . ?"

In the face of this collapse of a unifying tradition, a disintegrated society, what? Mr Mullen's remedy will appear ridiculously naive to some, breathtaking in its simplicity to all. It is nothing more than a return to living by the Bible. James James approved and the Prayer Book that Cranmer wrote. He confesses straightaway that he sees not much hope of this happening, but he writes with such conviction in the later chapters on why this is the path to follow that the reader recognizes that here is one man at least who is determined to "hold fast to that which is good".

Bert Lodge

Key Ideas

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TAVISTOCK
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BOOKS

Life as lived

Emile Zola, a Bourgeois Rebel. By Alan Schom.
Queen Anne Press £14.95. 0 356 14430 5

Schom's 11 years of research have resulted in a very workmanlike study of a writer who, despite his industry and productivity, is not of the first rank in Western European literature.

Aside from Chapter 1, which recounts Zola's rebirth in the Pantheon (the French equivalent of Westminster Abbey), the biography proceeds chronologically. Zola early determined to be not just a writer, but a Great Writer, and by this means to overcome the poverty that was his lot in childhood and early manhood. Even if he cannot be credited with having founded the naturalist school of writing, he is unquestionably its greatest and most accomplished exponent. The difference between this and realism is, in brief, that whereas realism aims at being "true to life" in essentials, (in extending to detail), naturalism has its goal the reproduction in fiction of life in all detail as it actually is lived.

To achieve this, the writer has in the first instance to immerse himself in the life he proposes to deal with, which is what Zola did with every novel, once he had attained a full grasp of the theory that informed his approach to literature. Balzac of course did a good deal of preliminary work for some of his novels; but the reason for doing so was that such knowledge was essential to heighten the fiction, whereas Zola's intention in doing this work was to diminish or rather conceal the fiction, rather as a photograph (for most people successfully) conceals the fact that what it portrays is, despite everything, not the reality which it purports simply to image.

The prevailing taste in France was,

in Zola's time, still for romantic fiction and drama. Moreover, there prevailed also an unwillingness to acknowledge the circumstances accompanying that development of capital in industry and consequent transformation of working-life and conditions. This explains why Zola's novels should have been greeted with such scorn and invective, dismissed as pornography incapable of being read by any person of taste and sensibility, women especially.

The study is especially revealing in showing what a volte-face was involved in Zola's intervention in the Dreyfus affair, since some of his own novels were so patently and openly anti-semitic. Schom suggests that it was a matter of principle that compelled Zola to act, not so much pride, as against the corruption, intrigue and utter lack of honesty and principle that became manifest as the affair progressed.

Zola's private life is described here without any attempt to gloss over the worst of character that prevented him from divorcing his first wife, life with whom almost from the first was purgatorial, and marrying the woman he loved and who became the mother of his two children.

There is about this biography an almost total lack of false sentiment and exaggeration. The reader is not spared relevant only that is, in so far as they bear on the grandeur and miseries accompanying Zola's determination to remain true to himself and to his beliefs and principles. There is no psychology, which is too often the vehicle for defecation.

It is a historian's biography that Schom has written and it is a very good work, of interest to anyone who wishes to become acquainted with the life of the greatest naturalist writer of his age.

Pierre Watter



James I welcomed Charles from Madrid in 1580 when his pro-Spanish policy came to an end. From: The Golden Age of Europe, a humbly illustrated history of Europe from Elizabeth I to the Stuarts, edited by Hugh Trevor-Roper (Thames and Hudson, £22.50).

Continental drift

An Idea of Europe. By Richard Hogarth and Douglas Johnson.
Corgi and Windus £11.95. 0 7011 32442

An Idea of Europe is higher television journalism, not as high and mighty as the work of Professor Sir Hermann Bondi or Lord Clark of Civilization, who were pioneers in the world market for packaged TV tours of ideas and places, but a lesser example of the same genus. It is the book of the Channel 4 series, the chapters "follow the general division of the programme, but can be read independently of the series". And so they have been.

Throughout, Hogarth and Johnson appear to be searching for some important theme or theme which will organize their considered views on what it is to be a European in the late 20th century. The organizing themes prove to be elusive. Europe is a fragile, battered continent, its restlessness produced a short period of global dominance, and that, in turn, generated guilt, but "what has emerged, above all, is the sense of Europe as a continent of continuing contrasts and of continuing paradoxes". No-

thing very profound about that, and nothing very nourishing about many of the anecdotes that are scattered (TV-journalism style) through the book.

There is a grand deal of well-potted history - the slave trade, European expansionism, the formation of the EEC - but Hogarth and Johnson's complementary strengths, as literary critic and historian, are particularly brought into play in the discussion of property, status, money and marriage as the great cementing features of European Societies. But here, as elsewhere, lofty and dubious generalizations vitiate the cogency of the argument; Hogarth and Johnson opine that "when an individual acquires a newspaper chain... Europeans are aware of their own superiority and their own accumulation of wealth". A few pages later we are told that "People are interested in their homes... not in the particular localities where they are situated". In my neck of the European woods, most of us appear to munge to combine both interests.

But Hogarth and Johnson have an important purpose and, in the end, their seriousness comes through strongly. While recognizing the num-

berousness of the Common Agricultural Policy, they regard the political and economic achievements of the European Community as worth celebrating. But they want us to face the question whether Europe now stands for something other than economic and consumerism.

They argue that we in western Europe are losing our work ethic and have lost our sense of history. What has become a society which concentrates more and more on the present, with uneasy thought for the future: "The media provide the daily optimum of bureaucracy ensures smoothness. As a result, the continent which has always had an elevated sense of the past and its roots, which has always had vision and ambition for the future and which has prided itself on being creative, now increasingly fulfills Tocqueville's nightmare of disconnected individuals living in a tutelary state". Was the Prague Spring - as Milos Kundera has suggested - the last passionate defence of the European cultural tradition in the widest and broadest sense?

Robert Hutchison

A woman in her own right

Lucy Sprague Mitchell the Making of a Modern Woman. By Joyce Antler.
Yale University Press £20. 0 300 03665

Toynbee Hall, Settlements and Boys' Clubs are an expression of 19th and early 20th-century philanthropy, and show ways in which voluntary efforts in education and social services led to the establishment of statutory services. This biography of Lucy Sprague Mitchell similarly tells how in America industrial and commercial wealth produced philanthropic, financed schemes to improve the circumstances of poor urban people.

Born in Chicago in 1878, Lucy Sprague caught the flavour of that philanthropy early, as people like John Dewey and Alice Palmer, President of Wellesley College, came to her parents' home during the early years of Chicago University, where Alice Palmer became Dean of women students. From her home experience of an authoritarian father and a submissive, pliant mother, she developed a determination to be a professional woman in her own right, and married to be a partner, not a subordinate. By 1916 she had established the Bureau of Education Experiments for young children in New York, and had forged a marriage which was explicitly in support of personal and professional development of both partners. She died in 1967, having set in train a number of initiatives which subsequently merged with Columbia Teachers' College.

The golden spoon of wealth and influential connections helped, especially in escaping the role of younger daughter responsible for filling parents' Alice Palmer helped her to enter home in Cambridge. She went on a European tour with the Palmer when she was 19, and returned with a new



Joyce Antler writes elegantly, intelligently. She says of Lucy Sprague: "She believed that children should be the hurburgers of a better future". She quotes her: "I am not willing to be only a donor". She quotes Lucy Sprague Mitchell replying to a colleague: "I am not just a woman of a masculine 'Well, I am not just a woman of a masculine' you?" She explains that Lucy Sprague did not agree to being president of her Bureau, insisting on a collaborative style of management. A superb teacher herself, she had included at Berkeley what a sound curriculum had to include experience: the basis for her work with young children. She tried to live out the implications of what she concluded at Radcliffe College, that the curriculum was deficient if it neglected female experience. Throughout the detailed story told, her idealism and effectiveness keep good company.

Commanding and elegant, frequently dressed in striking gipsy style, she was only partially fulfilled, despite being consulted by Presidents Hoover and Roosevelt. A student could say "To be her student was like being born again". An academic colleague could say "She shook us out of our academic moulds, quickened our sensibilities and opened our eyes." But she could not realize after her husband's death that she was not such a good wife as she had thought, nor such a good mother either. Still, there are not so many convincing, trail-blazing all-round performers of either sex, let alone in the early 20th century. Anyone interested in equal opportunities will find this book a rewarding read.

Norman Evans

Norman Evans is director of the Learning and Teaching Trust.

Small talk

Schools of Tomorrow: Education as if People Matter. By Riehard North.
Green Books £6.50 1 870098 06 4.

This book appears as part of the Campaign for Education on a Human Scale, launched two years ago by the Schumacher Society in an attempt to apply the celebrated economist's maxim "small is beautiful" to education. I found it stimulating, informative, irritating and naïve, in roughly equal measure.

Richard North is at his best when asking the larger questions about schooling. For him, it is to do with "making children feel that they have the means of achieving the goals they set themselves: that they know their way round their own culture and their own minds and skills". They need, he believes, to be freed from "the tyranny of teachers", themselves captives of a system that is too intellectual, too theoretical and too schematic.

So in what conditions can such a skills-based, child-centred education best thrive? The author looks carefully and fairly at the arguments for and against small schools, exposing on the way some of the more idiotic bureaucratic notions of educational "viability". He cites one Norfolk primary with only a third of the minimum recommended number of pupils, which yet received a rave review from the inspectorate.

He is less re-footed, however, when he discusses ordinary school life. He tends to see progressively and traditionally inclined schools in caricature terms: the former being "open-plan, relaxed, free-for-all, where anti-racism and anti-sexism and parrots are all the rage", the latter "sit-up-straight sort of places, where the day begins with a prayer and is spent facing the front and learning how to parse sentences". He also makes the classic mistake of seeing creative work and the acquisition of basic skills as mutually exclusive activities.

Disappointingly, he takes as his models of good small practice just two rural schools, ignoring for instance the growing number of supplementary schools emerging from the black communities in our cities, the mini-schools within comprehensives in Leicestershire and elsewhere, and the free-school tradition stretching from Summerhill to the White Lion School in Islington.

His biggest error, though, is to see the government's current reform proposals as a wonderful opportunity for parents to create the kind of small, human-scale school that he favours. He believes, on the contrary, that the new legislation will prove divisive, and ultimately make for greater uncertainty and inequality for most children and their parents. I also fear that those parents who have the time, energy and inclination to "go independent" may do so for educational purposes that Richard North may find it hard to support.

Jonathan Croall

Wordsmith

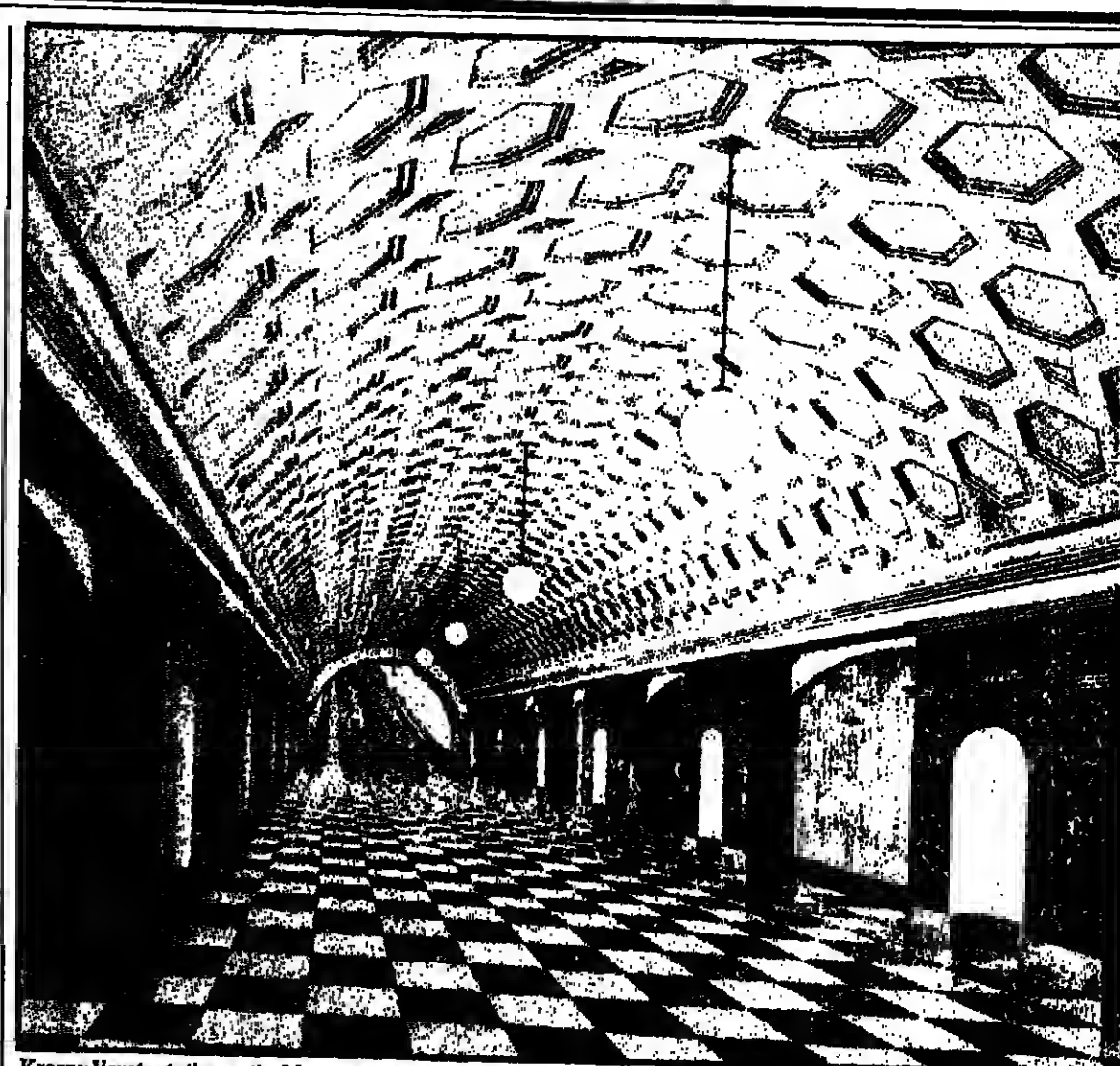
History of Publishers: a biography of George Smith. By Jennifer Glynn.
Alfred and Busby £14.95. 0 85031 9.

Another sidelong glance at publishing history is given here. The biographical emphasis pervades the whole book, with chapters on such notable publishers as the Smiths - Elder list as Charlotte Brontë, Mrs Gaskell, Ruskin and Thackeray. Through these, one certainly gets an insight into the vigorous personality of the near-forgotten entrepreneur to whom we owe the Dictionary of National Biography (carried through on the profits of Apollonia's Water).

Equally though, the narrowing of focus to a confined set of instances deprives one of a full awareness of the daily continuities of Smith's business and its relation to the publishing that was going on all around it.

Brian Anderson

BOOKS



Krasny Vorota station on the Moscow underground, 1935 - an illustration from The Monumental Era: European Architecture and Design 1929-1939 by Franco Borai. Lund Humphries £40 (£35 until December 31)

Bringing up Russia's babies

The Making of the Soviet Citizen. Edited by George Avis.
Croom Helm £25. 0 7099 5105 1

There is a duality in Soviet education, best expressed by the two Russian words: *obucheniye* (instruction) and *vospitaniye* (upbringing). The first is the old Prussian and pre-Revolutionary Russian system of learning by rote, teaching by lecturing and severe discipline, all still there in Soviet schools. Though it takes up more time (and one glance at the speedman timepieces provided by John Morrison in *The Making of the Soviet Citizen* would make most English schoolchildren faint with exhaustion), the second is perhaps more important.

It is *vospitaniye* that is supposed to create the new Soviet man and woman. And it has failed. The new Soviet man seems to be no different from the old Adam, except that (and this is what is worrying the Soviet authorities) he drinks more, works less, feels less familial responsibility and cares next to nothing about politics. The papers in *The Making of the Soviet Citizen* discuss the various aspects of upbringing or indoctrination in the Soviet educational system.

Unfortunately, all but one of the papers deal only with the official side

of the subject, with instructions to teachers from on high and with clearly orchestrated discussions of topics like family ethics and gender roles in the press. All conclusions as to future effects have to be tentative. Effects already achieved are, of course, all too obvious. It seems to be almost impossible to do field work in Soviet schools. The one definite example quoted by Wendy Rosslyn is of a special peace lesson in the English language school laid on for the visiting Quaker delegation. George Avis's paper, which deals with student responses to questionnaires about their courses and their attitudes to work, quotes Soviet sociological surveys with so many provisos that one wonders how valid the findings are.

As a discussion of the attempted making of the Soviet citizen, this volume provides fascinating insights. We read of peace education that extols military virtues and of sex education that consists entirely of confirming boys and girls in the traditional gender roles. Apparently the re-feminization of women (and there are times when the quotations supplied by Lynne Atwood become almost impossible to credit) will buttress the tottering family structure, recall men to their responsibility and prevent juvenile delinquency. What it will do to the

already overworked women one can only guess. We can also read of attempts to formulate cultures "national in form and socialist in content" and of the compulsory glorification of labour and the labourer - shattered of the first breath of reality.

It is not the purpose of this book to discuss the deeper malaise of the Soviet society. But it is a pity that, as the papers deal almost entirely with the present, we do not find out about the other contradictions inherent in Soviet education as it has developed over the last 70 years: between inflation and conformity (both highly praised by Soviet writers), between loyalty to your immediate community and the larger community of the Soviet Union (or even, world proletarian) and finally, the deadliness of all, between family feeling and absolute loyalty to the Party and the State. I should like to know, for instance, whether, on the days they do not study the ethics of family life, Soviet schoolchildren still read about the great and glorious hero Pavlik Morozov who shopped his father to the commissars for hiding a sack of wheat during collectivization. And if they do, what do they make of it all?

Helen Szamueli

Landscape painting

Property and Landscape. By Tom Williamson and Liz Bellamy.
George Philip £17.95. 0 540 01125 8.

This unusual and valuable study of the ways in which the changing ownership of the land has moulded the social history of the English countryside is based on the incontrovertible, but frequently ignored, premise that "Man has made the country as well as the town". In fact, as the authors show, man was shaping the countryside long before any towns came into existence. In their early chapters, to which they consider the distinction between the effects of woodland and champion farming, Tom Williamson and Liz Bellamy explain how the individual freedom allowed by the former and the community-based agriculture of the latter contributed to the differing patterns of landscape formation which we now take for granted.

It was the farmers in woodland areas who started the process of hedging individual holdings, and the miles of quickest that were planted at the time of the Enclosure Acts were only an accelerated extension of a process that had been going on for centuries. It was the formation of the great estates, and the deliberate planning of wide acres of parkland for the owner's use and delight that finally obliterated the medieval landscape, as whole villages and field systems were destroyed at the lord's pleasure. This change is splendidly illustrated by the reproduction of an early 18th-century reproduction of a painting of Avenham Park in Gloucestershire in which the foreground shows some remaining open-field strips outside the parkland enclosure.

That illustration typifies the careful research that has gone into this picture.

which generously adorn and clarify the text by providing the readers with actual examples of general statements. This is true both for those chapters that deal with the landscape and for the sections on the vernacular buildings, which gave the English regions such different and distinctive characters until the coming of modern mass-production methods created the homogeneity that afflicts us today.

However, it is not the encroaching, identical housing estates that cause these authors the most concern. They are even more worried about the massive conifer plantations and by the wholesale obliteration of hedges that is altering our countryside irrevocably. Their book is more than a social history. Its readers are called upon to take an active concern in the prevention of further erosion of the landscape they have inherited.

Shirley Foulson

Jean pool

Rock of Ages: the Rolling Stone history of rock and roll. By Ed Ward, Geoffrey Stakes and Ken Tucker.
Penguin £7.95. 0 14 010053 9

In a bid to rid rock of its personality cults and industry rip-offs, the determinedly weird but consistently articulate Frank Zappa suggested an end to fixed personnel in favour of ad hoc line-ups drawn from what he called the "rock pool". The idea had some interesting Darwinist overtones: stock a warm pool with all the necessary ingredients - blues, folk, country, gospel - pump in a little electricity and hey, hey, rock and roll.

In the evolutionary struggle that follows there are dinosaurs aplenty (the Ultimate Spinach were once enormous in America; it's hard to find even the fossils today), together with snob-like fossils (A&R), the kind of coolness, fished back up into the charts on the back of a movie or a jeans advert. (These days, the jean pool is even more significant.)

Whatever the musical or political merits of Zappa's proposal, much of the fascination of rock has lain in the splits and reformations, "super-groups" and collaborations that litter its history. Rock fans scanned Pete Dinklage's brilliantly conceived felt-pen "family trees" as avidly as European claimants read the *Almanach de Gotha*. Good rock histories, the kind that would put some pattern to the genealogical trivia, have been in short supply.

Rock of Ages could be the music's *Origin of Species*. The title (an obvious enough pun) comes from that of a 1972 album by The Band, once Bob Dylan's backing group. It was Dylan's forlorn "Like a Rolling Stone" that lent its name to America's most intelligent and influential music paper, under whose aegis *Rock of Ages* was prepared. (Everything connects.) All *Rolling Stone's* great qualities are evident in this 600-page opus in its three decade-long chunks: a sense of pop music as part of a wider culture; an ability to keep anecdote in sensible proportion to analysis; and the capacity to spot the deeper currents underlying the capricious surface movements.

Rock of Ages is the history of an industry, a term often used of the rock business but rarely seriously meant; it deals with economics, market trends, the occasional strike, but never once loses sight of the music itself.

No one should by now need convincing that rock is capable of complexity; the most salutary lesson in *Rock of Ages*, underlined in Ed Ward's Fifties section, is that sophistication doesn't necessarily come with age. No one in the Eighties has tried to mope the dating of the Beatles' albums; innovations have been of means rather than ends; the kind of effect produced now by a stroke on an electro-drum was still possible in the Fifties, only more strenuously; what you did was beat the studio floor with a bunch of eibons.

The point of view (inevitably but not paradoxically) is American and there is an occasional lapse into Album-Steeves. On credit, the research input is staggering and the detail consistently entertaining. You might have known that "Peggy Sue" was originally "Lindy Lou" and that "Eight Miles High" wasn't really about d-r-u-g-s but a charter flight. Who, though, could ever have guessed that The Who's madman drummer Keith Moon started out in a surf band? Or that PIL's "Poitones" was actually about male rape? Me neither.

Brian Morton

Augustus boasted that he found Rome clay and left it marble. The civil war that gave him supreme power and the long reign that made him the creator of the Imperial system, were recorded two centuries later by Cassius Dio in five books of his Roman History, and these have been translated by Ian Scott-Kilvert with an introduction by John Carter (Penguin £4.95) to explain Dio's view of history and the circumstances in which he wrote.

R. Butts

THE TIMES Books for Christmas



Peter Ackroyd

One of the most significant of this year's books must be... by... This account of the late 18th and early 19th centuries throws such a wholly new light upon the political and cultural life of the period that obliquely it illuminates our own...



Victoria Glendinning

We're talking about pleasure today, not literary prizeworthiness, which is not always the same thing. My choice is... by... A traveller's notebook of thoughts and ideas - not really a novel, though it calls itself one...



Woodrow Wyatt

First, the disgraceful and funny... by... which cruelly tears off the butterfly wings of her lovers, friends and acquaintances, leaving me thankful that I knew her but slightly. And then the unpretentious... by...

... fill in the gaps in your reading this Saturday with *The Times* critics' choice of Christmas books

THE TIMES
A lion among paper tigers (25p)

Independent schools described in the report as "public schools", comprising...

ARTS

Marks out of 100

Lit Comp

Competition No 100. Report by Charybdis. For our hundredth contest, competitors were invited to celebrate, in prose or verse, the idea of a hundred.

"Difficult" complained some of you: and yes, indeed, it was. But how insulted you would all be (I hope) if we invariably set you something easy. In his fine classroom poem, "The Beat of School", Lawrence writes of his (not least monetary) rapport with his pupils and of their eyes glancing at him "for the grain of rigour they taste delightedly".

If you found the grain of this competition a little rigorous, your entries gave me delight at least; and, as the whole point of allocating more space than usual to this Result is to print more of your pieces than we usually can, I shall merely commend the ingenuity with which many of you tackled the assignment, congratulate the winners and thank all those who took time out to enter. £10 to every entry printed. Brian Wilkinson was the closest runner-up.



Too up for Betty (from *The Times* December 1, 1971)

Mrs Betty Boulanger, the oldest inhabitant of Lawson Hatch (Essex), yesterday celebrated her 100th birthday in style by passing the benchmark tests for centenarians with flying colours. The recently introduced tests for the over-65s, to be taken at five-yearly intervals, represent the key element in the new performance-related national pension scheme due to come into operation next spring under the joint administration of the DfSS and Mibush. The tasks successfully completed by Betty included making a solo shopping trip to the local supermarket and arranging a hairdressing appointment completely unaided.

Prime Minister Margaret Thatcher, herself a sprightly 90-year-old, added her own telegram of congratulations to the one sent by the King. Lawson Hatch town council plan to mark Mrs Boulanger's achievement by erecting a specially inscribed bench in her honour on the market square.

Geoffrey C Perrin

Jehovah created the world in 6 day-light-days of 16.6 hours. (There being no street-lighting in Eden). Thus 100 hours = perfection. The bits adding

away on the toll of the recurring, symbolises infinity, or the divine commission for putting the deal in place. Our troubles started when scientists invented days of 24 hours. On a 6-day basis, that's 144 hours, a figure that gave cranks heretical ideas about duodecimal systems; it also encouraged creeps like Schoenberg to ruin our eardrums. When ahoists slung the 7th day in, we had 68 hours more than God intended. No wonder there's mass unemployment! I suggest we revert to the 16.6 hour, 6-day, perfect 100-hour week and as a moral gesture, give the odd 68 hours to the Third World as a standby credit. Ergo; no more hunger, no more unemployment, and a Nobel prize for me. Milton Friedman, eat your heart out.

Russell Lucas

The Challenge

There is no way I could resist your challenge, Herewith, Charybdis, just a line or two: Eventually the muses will inspire me. Or perhaps an idea strike, out of the blue. Like many others, I attempt your Lit. Comps. Drawn down towards your whirlpool once again; How hopelessly I struggle to impress you.

Until I pause to rest my weary brain. Needless to say, the special prize on offer does seem to make the effort more worthwhile; Revive then, flagging spirit, be creative. Express yourself with fluency and style. Declare now, competition spinner. The entry judged to be the winner, Happy the one on whom the heavens will smile!

Santa Y Williams

O glorious year of 2079 Which if we do not celebrate would be a notorious crime. For a hundred years of Tory rule Have proved what Mrs Thatcher said was right and not a load of bull.

When the bombs fell and wiped out our home lands, Her far-sighted wisdom ensured we still had the Falklands.

We now have the strongest economy of all six islands that remain. To sing my praise of her sincerity I cannot refrain.

Unemployment has now fallen to one per cent

The other ninety-nine own their own tents. The doctor, the school teacher, the policeman and nurse Are all privatised and no strain on the nation's purse.

Let us give thanks to our saviour who proved she wasn't barmy, For we still have our air-force, navy and army To safeguard our national curriculum and stocks and shares, And ensure that Fiji will never take us unawares.

Jack Whiteside

I shall not write to the TES... I shall not write to the TES... I shall not write to the TES...



Midst alma mater's punishments, As various as Helms (Detentions, canings, banishments), There stood A Hundred Lines.

"I must not talk" and other crimes We penned, and found it handy To list each word a hundred times: Our modus operandi!

Thus "I, I, I" and "Must, must, must" We scrawled, not caring tuppence, But Maths - he must our scheme have sussed And dealt us our comeuppance.

Too long his rubric, truth be told For that (centuple damns), "Boy, write me out a hundredfold: Behold come to obey is better than sacrifice and to hearken than the fat of rams".

The above will ring a Hundred bells for those who were boys at Latimer Upper School, London, in the 1920s, 1930s and 1940s.

Michael J Smith

Overheard in Sun Seekers Travel Agents, Elba

Good morning, air and may I say We're pleased to plan your holiday. Perhaps an island? St. Helons? You're right, We'll look for something cleaner.

Now what about the south of France - After a trip by sea, perchance?

Then Paris and, of course, Versailles. And Belgium's nice if it stings dry. Who knows, if it's O.K. with you, We'll finish up in Waterloo! The length of tour? It indicates A Hundred Days at cut price rates. Just sign your name and then we'll start.

Phil Corridice

Complaint of an old - a very old - English Archer. (circa 1453)

When I joined up and signed my name They said that I'd be home again By Christmas. But they all neglected To say which Christmas they projected.

This war, confirming all my fears, Has lasted for a Hundred Years!

Phil Corridice

The Centenarian

So all day long I spent my precious time Looking for themes in your infernal game. Unsure if you would frown on lack of rhyme Or just remark: "It's really all the same."

Napoleon's final days failed to inspire; I thought of Argos, with his hundred eyes, And peacock-proud I felt poetic fire But that soon went, (I found it no surprise).

I came on Celsius and his centigrade Yet still observed the chill of Fahrenheit; Cricket was out - I don't know how it's played, Thus morning musings turned to wasted night. I must have aged a hundred years or more Since taking up your challenge, raw but keen,

And though your letter may not find my door At least I'll get a message from the quiver.

Frank McDonald

At least I'll get a message from the quiver. At least I'll get a message from the quiver. At least I'll get a message from the quiver.

At least I'll get a message from the quiver. At least I'll get a message from the quiver. At least I'll get a message from the quiver.

At least I'll get a message from the quiver. At least I'll get a message from the quiver. At least I'll get a message from the quiver.

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At least I'll get a message from the quiver. At least I'll get a message from the quiver. At least I'll get a message from the quiver.

What if the Index falls a hundred points. Percentage men desert the City streets! The love of money always disappoints. And currency of commerce often cheats.

Or if a weather forecast gets it wrong? A hundred in the shade, perhaps or worse - Rough 100 m.p.h.ers blowing strong. And freezing trees? Not worth a linker's curse.

A hundred years for war's a record span. Though many 'old uns' reach private life, And earn for this a royal telegram. Then fade into obscurity, unsung. But Gattling's centuries, remembered, mount.

It's Lords or Headingley where hundred count

D A Price



The Roman souldier, bred in war's drama, A quarter century would serve in arms 'Twixt Danube, Clyde, Euphrates, Rhine and Nile

He marched, ten hundred paces to the mile, And dreamed of that proud day when he might stand Before his own centuria, in his hand The vine-stick, o'er his belt the transverse crest.

Promotion to centurion to attest But care, scholar! Do not be misled. Though centipedes twice fifty legs are said To have; though dollars hold as many cents

And one per cent a hundredth represents; Though centenarians, since their hour of birth, Have dwelt for five score years upon this Earth.

Commending not a force of ten times ten, Centurians had only eighty men!

Michael King Macdonald

Christmas Competition (No 102). Set by Seylla. In our Christmas Day number we want to publish a hymn to the Nativity 1987. We should like it to have Milton's eight-line stanza and his rhyme scheme but not necessarily his style. Two, three or four stanzas please by December 10.

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Pomp and panache

Philippa Davidson reports from the Albert Hall



Schools Prom

The Schools Prom Royal Albert Hall, November 23 and 24.

It's a sign of the times when a Schools Prom begins, not with the usual brass fanfare, but with a steel band. The Radcliffe Rollers, easily the most visually exciting of Monday's groups in their shimmering blue shirts, certainly knew how to get a pianissimo from their instruments. However, perhaps their playing was a little too restrained for the opening of a Schools Prom. The band was of its most successful with pop numbers though it is to be congratulated on its attempt at *Ave Maria*

Greenpark Traditional Group from Armagh



with a brave, surprisingly moving solo line from Joseph Servi.

Bigger sounds came later with Stockport Schools Stagesound blasting off the second half with Gershwin, Mancini and an ingenious arrangement of "The Blyden Races" that must have warmed the geriatric hearts in the audience. Bury Youth Orchestra tackled the mighty Saint-Saens Organ Symphony, but the results didn't quite reach the expected heights. Surrey Youth Orchestra rounded off Monday evening with a sensitive performance of Elgar's Wand of Youth Suite No 2, achieving dynamic and rhythmic subtleties in "Bells", "Butterflies and Moths" and "Wild Bears". But this is not nursery music and is arguably not a suitable choice for a first night audience.

The vast proportions of the Albert Hall are not ideal for chamber music. Justus, a talented duo that are obviously more at home playing in the streets of Walsall, their usual venue, seemed a little uneasy with Handel's E Minor Flute Sonata, and even the excellent Cromwell and Quintet had difficulty in projecting themselves in the Rondo of the Boccherini Cello Quintet, although technically they are outstanding.

Other small ensembles fared better.

Wind of change

Circles of Fire Greenwich Young People's Theatre

The title of GYPT's day-long programme about change and South Africa for four to six years refers to two sorts of circles of fire. One is the jagged, protective circle of wagons that has become a symbol of white enclaves, and do so very compellingly. The other is the "necklace" - the method of execution used by black South African rebels on collaborators and informers.

GYPT's programme demands a lot from students and their teachers. The real sense of dramatic climax. Jupiter does not, I regret to say, descend on a eagle. But the masque-like final act is carried off without embarrassment and the evening ends with appropriate sense of a dawning age of peace, suggested simply by the grouping of the actors in an intimate circle. You will rarely have the chance to see a production of *Cymbeline* so urgent, so lively, and so persuasive as this. If you have any opportunity of laying your hands on a ticket, don't miss it.

Nicholas Shurmon



Radcliffe Rollers from Milton Keynes

Two folk melodies from the Brovuro Violin and Viola ensemble, Sutton Coldfield, proved that simple music played well can be just as effective as a more ambitious repertoire. Wokfield College Brass made a delightfully updated Renaissance sound in three dances from Warlock's Capriccio Suite, with an invaluable contribution from their percussionist. Greenpark Traditional Group from Armagh demonstrated their expertise on a variety of Irish folk instruments - and, since this kind of folk music is so eminently exportable, what has happened to its Asian equivalent, of which we have seen only one example in recent years? One of Monday's highlights was

undoubtedly the Birmingham Schools Concert Orchestra, although it would have been good to hear this highly professional group in an item of serious repertoire as numbers like "Chitty Chitty Bang Bang" are inevitably drowned by audience participation. Tuesday night was Schools Prom at its best, with a variety of music of a consistently high quality, stage managed with exceptional slickness. Traditional jazz has been out of fashion for some years, so Four from Four from Doncaster made a refreshing change with their sultry "St James Infirmary Blues" and the lively "Five Foot Two". Flat Pavan, the early music group from Glasgow, included more singing than usual in their programme, which was perhaps better suited to a more intimate venue than the Albert Hall. The professionalism of their percussionist in the final Bransle, and indeed of their whole presentation, was nothing short of impressive.

Anyone who harbours a sneaking suspicion that one band sounds much the same as another would do well to compare the varied ensembles on stage this year. Stockport Schools Brass is a highly polished outfit that bears little resemblance to a school band or the brass band much beloved by granddads. "Born Free" and "Bugler's Holiday" were executed with musicality and panache, but it has to be said that Bach's Toccata in D Minor does not translate well from the keyboard. The talents of Wigan Youth Jazz were somewhat eclipsed by veteran drummer Eric Delaney and the kind of endless improvisation that induces somnolence in some people and hysteria in others. Surprisingly, the Wirral Bond's Beatles medley was a disappointment, not because of the quality of the playing, but because the arrangements lacked the depth of the originals.

The aftermath of last summer's DES Choral Competition has produced a

space of choirs of a very high standard. My personal favourite was Manchester Boys' Choir, with a varied programme that included a spotless rendering of Mozart's *Ave Verum*, a Japanese song that didn't sound at all Japanese and a show medley. Their sound is a cross between an English Cathedral choir and the Vienna Boys' Choir and is most appealing.

The Diana Kiverstein Singers' decision to introduce a tap dance in their number from *A Chorus Line* was welcome. We are beginning to feel the lack of the colourful contribution that music theatre, mime and dance used to make to Schools Proms now that these important elements of school music have other outlets. Oxford Youth Chamber Choir gave themselves the difficult task of putting across Monty Python's *The Unicorn*, the *Corcoran* and the *Manicore*. Musically, they succeeded, but the performance lacked impact in the vastness of the Albert Hall.

Some playing to the gallery is inevitable at a Schools Prom, as is a linking narrative to keep the audience's attention while groups file on and off stage. But Richard Stilgoe's self-directed patter and adult jokes encroached to the point of irritation upon those that should have been given to the young musicians and their music. All in all, however, the new faces and the quality and originality of the music made this, the thirteenth year of what has now become an institution in the school music calendar, a Schools Prom to remember. Perhaps it is time to rethink Beethoven and the old school tie.

The Schools Prom is sponsored by Commercial Union Assurance, Marks and Spencer, Music Industries Association, W. H. Smith and The Times Educational Supplement.

A review of Wednesday's Prom will appear next week.

Fantastic voyage

Brain Power. By Nino Sheppard. Performed by Quicksilver Theatre for Children (formerly Theatre of Thelema)

Why has teenager Roma suddenly stopped talking? In an effort to find out, a renowned explorer of the mind, Isabelle Nansa, leads us on a voyage through Roma's brain. Passing through the language and movement areas, populated by brightly ebullient lines of message-bearing neurons, we penetrate into deeper memory, where vital clues in the cause of Roma's silence are unearthed. Arriving finally at the island of Reil, it becomes apparent that the expedition has turned into a race against time to save Roma from the grasp of a hideous monster named guilt.

Though engagingly presented, the section on memory could have been more economically dealt with. But, in general, *Brain Power* succeeds, through the sustained combination of strong narrative action and innovative theatricality, in conveying a wealth of potentially complicated information with considerable clarity.

Nick Baker

Circles of Fire is available to schools in Greenwich, Lewisham and Southwark. The Little Theatre for Children

A measured moral victory

Measure for Measure. Rival Shakespeare Theatre, Stratford. Cymbeline. The Other Place, Stratford

Difficult plays in clear and coherent productions are what the latest Shakespearean work at Stratford offers. *Cymbeline*, with its large cast, sprawling action, and notoriously unwieldy final act, has become a very rare sight indeed on the English stage. *Measure for Measure* has been more popular but is actually just as testing, if real justice is to be done to its uncertainties of tone and its intellectual rigour. The RSC sets about them both with passion, energy and a fierce narrative drive.

Nicholas Hytner's *Measure for Measure* is set in a world which hovers between Jacobean England and modern Europe. The feet of two vast baroque pillars suggest the Duke's palace and the gates of Vienna, and

provide, when reversed, an Expressionist street scene and a verdigrous prison. Courtesiers wear a faintly Edwardian, faintly Austrian costume of grey suits and knee-socks. Josette Simon as Isabella has the air of a student nurse with a Third World medical mission, and Senn Baker's Angelo is a dour Scots lawyer. Baker's performance is sometimes over-stated, but it remains the most exciting thing in the production, giving it, indeed, its disturbing topicality. *Measure for Measure* is a play which registers shifts of cultural feeling with peculiar sensitivity. Fifteen years ago productions revelled in the low-life of the play, relishing the presence of the punks and whines, and spotlighting Pompey and Mistress Overdone. Then, as the sexual liberation of the Sixties gave way to the feminist severities of the late Seventies, the mood changed. Adrian Noble's splendid production, in 1983, presented the pimps and punters without sympathy and stressed the threat to women of pro-

stitution, pornography and sexual harassment. Even in these circumstances, however, the severe Angelo remained a mystery. Now, at last, in the post-Aids era, his punitarianism is treated seriously on stage. Hytner's day on which the Church of England Synod debated the question of homosexuality, Angelo's insistence upon the necessity of strict moral prohibitions suddenly seemed a case which no audience could casually brush aside.

This immensely strengthens the quality of debate in the play, and an appropriate counter-balance is provided in Alex Jennings's marvellously witty and assured Luio. Baker occasionally coarsens Shakespeare's subtle sense of the place of repression in the puritan personality, by allowing himself to tear jackets off or throw chains about as an expression of his turbulent libido. Worst of all, Hytner allows him virtually to rape Isabella in the final act.

misense of plot as well as psychology. But the contrast between Luio's stylish moral insouciance and Angelo's ethical intensity remains striking.

Eventually, this fascinating encounter tended to overshadow the other components of the play. Helen Kae-Kazim supplies a lucid and thoughtful Claudio, and David Switger's wonderfully sympathetic Provost. Roger Allam does an honest job with the Duke, making sense of his eccentric behaviour by suggesting that he is a man liable to sudden overmastering enthusiasms, or even brainstorms. Neither he nor Josette Simon, however, gives much weight to the religious language of the play, and the crucial passage before Isabella's dinner, omitted. As a consequence they both seem a little slight.

The problems of *Cymbeline* are less the articulation of debate than the suppression of laughter. How can an audience be persuaded to believe that

Alexander's answer is to bash ahead with a swift and uncomplicated telling of the story. On a tiny stage in the Other Place, with no set and simple Jacobean costumes, the actors perform the play virtually in the audience's lap, and do so very compellingly. Movingly, Imogen, David Switger's Imogen, combines swaggering charm with a sinister sadistic relish, and supplies, in his eventual confession, a real sense of dramatic climax. Jupiter does not, I regret to say, descend on a eagle. But the masque-like final act is carried off without embarrassment and the evening ends with appropriate sense of a dawning age of peace, suggested simply by the grouping of the actors in an intimate circle. You will rarely have the chance to see a production of *Cymbeline* so urgent, so lively, and so persuasive as this. If you have any opportunity of laying your hands on a ticket, don't miss it.

Nicholas Shurmon

Television

Top billing

Don't you know the feeling? There is about a month to go before the end of term and the fifth year are busy with their GCSE assignments. For the past six months you have been patiently marking the work of that cheery individual with the specs and an answer to everything: a C minus here, a D plus there, and several lines in red biro explaining where he has gone wrong. You turn at last to the project work which he has just set down on the desk in front of you. You have only to glance through it to see that he has ignored most of your comments. "Baker", you shout. "Come back here."

But he is halfway across the playground, chatting up the head girl. The Education Reform Bill was greeted in a mood of resignation by those who have been busy with the consultative documents: "few new elements or surprises" (BBC News, November 20); "has hardly moved his ground at all" (Channel 4 News, November 20); "there are very few major changes" (he's rather tired to listen to the bits he wanted to hear) (Stuart MacLure, on Education Extra, BBC2, November 20). But the television news programmes once again analysed what the Bill will mean: the National Curriculum, which Mr Baker is keen to talk about; opting-out and open enrolment, which he would prefer to ignore; testing, which he says means assessment. And they offered no apologies for returning to what is agreed to be "the most fundamental change in the education system for more than 40 years".

That is where agreement ends. Among opposition politicians and educational professionals, the same faces appeared in successive programmes through Friday evening, saying much the same things: "in blue-print for inequality" (Neil Fletcher of the ILEA, BBC News, November 20); "half-baked and ill thought-out" (Paddy Ashdown, Liberal spokesman, Newsnight, November 20); "the criticism did not only come from the Left. Newsnight, Education Extra (BBC2, November 20) and, on Sunday, This Week, Next Week (BBC1, November 22), asked Tory-controlled authorities for their views on opting-out: "ill-advised and unworkable", said Dr David Muffett, Chair of Herford and Worcester Education Committee, blaming parts of the Bill on "inexperienced zealots". Channel 4 News, too, to the Lords to interview Lord St John, who is worried about the threat to Latin and the

increased power of the Secretary of State. This may sound like good news for Jack Straw, who said that Labour's aim is "to win the arguments in the Commons and the votes in the Lords" (Channel 4 News). Mr Straw, popping up again on This Week, Next Week, sees Baker as "a prisoner of the Tory Right", but his expression, suggesting he has just put salt in his tea, shows that it is not only the zealous of Hillgate that he fears. The Secretary of State, like the Prime Minister, draws moral strength from his appeal over the heads of the political and educational establishment. Tories included, in "parent power". "Look at that Gallup Poll on Friday", he insisted (This Week, Next Week). "Look at the National Curriculum", there's massive popular support. You could have shown the Gallup Poll... the latest Harris Poll... (Newsnight).

When you ask Mr Baker's opinion, he is inclined to answer: "an overwhelming number of people are in favour... especially on such delicate matters as the values implicit in the reforms. We will allow the hall of 'box to decide'". This populist approach is not shaken, either, by the Tory candidate in Wandsworth remarking that "education was not the major issue that came up on the doorstep" and that, when it did, few voters seemed to have a very clear idea of the Bill (This Week, Next Week).

In the meantime, Dispatches (Channel 4, November 20) discussed the new Immigration Bill, which has been getting rather less prominent coverage, and Bandung File (Channel 4, November 21) achieved a definite scoop when the Hackney Police-Community Consultative Group voted to allow its cameras to film a meeting on Trevor Monerville case. Bandung had reported in February on Monerville's arrest, his detention in Stoke Newington police station and his subsequent treatment for injuries that included a fractured skull. He was re-arrested early this month and again taken to hospital. "I would not have consented to give an interview to this particular programme on this particular subject," said Deputy Assistant Commissioner Wyn Jones, explaining why he was opposed to filming. That was about the only question to which he did have an answer, but this particular programme has shown more than once its ability to report on topics of concern which tend to be ignored elsewhere.

Robin Buss

Mummers

Rangbaranga, Kingdom of Delight, Keeping Mum TIE Company, Birmingham Rep Studio.

This company, which specializes in multicultural, bilingual work with infants and juniors, has this term devised a project for special schools in which the children work in selected classes in each school for one day a week over a three week period.

Each day begins with a short performance. "Episode" is the Hindu folk tale of the struggle between Roehni (Light) and Dharal (Ice), with the children helping Rangla (the man of colours) to get back his magic box of colours and magic rainbow cloak from Bharaf and his demon monster (Rakshas).

Each performance ends with a task which the children work on in class throughout the day, devising a simple dance or a story, learning a song or making fire sticks or multi-coloured patterns which are all woven into the afternoon's performance as weapons of light and colour with which to defeat the creeping power of Ice.

Working with children of all ages and many of them handicapped, from mild learning difficulties (some of which, in the case of Asian children, the company believes are primarily language difficulties) to the profoundly handicapped with almost no mobility and no speech, has posed a tough challenge. As Katrina Hetherington explained, "We've had to focus on

three basic aims: to give teachers ideas for a more creative, drama-based approach to learning; to give all the children a positive image of other cultures and languages; and to use visual, tactile props and costumes to stimulate their senses."

The language activity, learning the names of Rangla's characters "in Rangla's language" (words common to Punjabi, Hindi and Urdu speakers), might be thought confusing for children who already have learning problems, but several teachers agreed with Mrs Jai Whitaker who said "I was amazed at what they remembered; it clearly captured their imaginations". Martin Eustace felt the most interesting aspect of the project had been the way Punjabi boys in his class of seven to eight-year-olds had way an Asian girl "who has difficulty getting her tongue round words at all" remembered the story vividly and could say all the names clearly.

But if the language content is difficult to assess there's no doubting the stimulation of colour, textures, music and movement which the project engendered, particularly for the most severely handicapped. It seems to have uncovered many educational possibilities which in future might be addressed by projects tailored more precisely to the specific needs of particular groups of children.

Ann FitzGerald

Ring (021) 236 6771 for details.



'A justly famous work': Rivera's Nude with Calla Lilies

Extra-mural studies

Diego Rivera. Hayward Gallery until January 10

Diego Rivera is the most famous member of a group of inter-war Mexican muralists that includes Si- quieros and Orozco, yet at the Hayward, neither the murals (unavoidably not the several full-scale, fresco- sized copies (regrettably) are shown. In their place, we are offered actual- size, colour-photo reproductions of pictures from the Court of the Plazas in Mexico City (1923-28), a number of studies and preparatory designs for other schemes and a continuous audio- visual programme. These are no substitute for the genuine thing, but overall the outcome is not so great a disappointment as one might have expected, for Rivera is no mean case- painter.

Before his conversion to mural painting and the Communist cause, he had pursued a much more personal development from the 19th-century academicism of his South American origins via a decade or more in Europe, adopting Post-Impressionist and Cubo-Purist techniques, to a (retrospectively) final, declaratory statement with Zootopia Landscape. The Guerrilla (1915): a period, in about, spent experiencing revolutionary art rather than revolutionary politics. But the El Greco-inspired The Old Ones (1912) and the Delaney-que Portrait of Adolfo Best Maugard (1913) are extraordinary paintings, far too successful to be written off as transitional works on the way to Synthetic Cubism of *Salvador M. Luch* (1914) and the subsequent *White Face* (1914).

When he returned to Mexico in 1921 and denounced avant-garde European interests, he quickly began work on a series of public commissions in which he developed a monumental figure style based on his studies of Early Italian Renaissance frescoes and a unique art. Even without the murals, related canvases like *The Grinder*

Barbara Leaming's *Orson Welles*, a "star biography" has been released by Penguin Books (£4.95). Under "Wells" (George Orson), the index includes such irresistible sub-heads as "cuckolding of", "false noses used by", "plastic surgery", "and, of course, "weight problem of". Built with an extravagant disregard for the cost of living, Welles once claimed that he had made himself into a work of art and Leaming's biography captures something of his gaudy presence.

In Opera, Ideology and Film (Manchester: University Press, £25.00), Jeremy Tambling looks at the nature

(1924) and *Waiting for Tortillas* (1926) reveal his progress towards monolithic images of peasant life. Parallels with Picasso's contemporary neo-classicism inevitably spring to mind, but the similarities are a matter of coincidence rather than dependence and Rivera's originality is splendidly demonstrated in the almost Biblical gravity of *Flower Doy* (1925).

Unfortunately, reproductions in the catalogue of later murals in Mexico and the USA suggest that he was not always able to sustain this degree of concentrated grandeur, crowding his compositions and overloading them with narrative and symbolic content. This is not true, however, of the paintings in this exhibition. *The Flower Carrier* (1936) is as firm and clear as anything done during the previous decade, while *Nude with Calla Lilies* (1944) is a truly famous work. Nevertheless, there is evidence of a fulfilling aesthetic standard. The portraits and self-portraits retain the same compelling force, but the brief flirtation with Surrealism in pictures like *Synthetic Landscape* (1940), done during Breton's trip to Mexico, looks like a half-hearted and the postillist *Dry of The Dead* (1944) is positively eccentric.

Yet such irregularities are minor beside the greater inconsistencies of the life and work as a whole. Had this exhibition included the murals in their copious, several contentious issues would have forced themselves upon the visitor's attention. As it is, even the chronology of the Mexican revolution and Rivera's career seem more like picturesque details in the artist's biography than real social and political events; the necessary relationship between the life and art comes apart. The result is almost entirely restricted to aesthetic interests, impressive enough before such splendid portraits as the one of his divorced first wife, Luce (1938), but hardly a fitting tribute to a self-declared revolutionary artist.

Michael Clarke

and the appeal of opera today, and compares various attempts to transfer the music and stylized form to the opera house, as he probably intended. It makes unexpected and stimulating observations on film, opera, musicals and the social status of art. R.B.

ENDPAGE Anniversary celebrations: the Unicorn Theatre's 40th, and The Bodley Head's 100th, page 40

Spadework

Archaeology Alive Manchester University

The archaeological unit of a red brick University would not leap to mind as the likely generator of a new experiment in theatre in education. After discussions with colleagues in the department of drama, Philip Hayes, director of the Manchester-based unit, approached the MSC for support through the Community Programme. *Archaeology Alive* has survived its first year, performing a number of original plays in schools in the Greater Manchester area.

The company's brief is to dramatise not the past itself, which cannot be reproduced with accuracy, but the process of digging out evidence of history. The play which is touring primary schools this term examines the work of the fictitious Professor Peabody as he discovers an ancient Egyptian tomb. In flashback scenes we meet a professional manner and an apprentice embalmer. As with cartoon characters, their actions become more important than what they are. The Professor's rituals, as he discovers, weighs, measures and assesses his finds, are presented in a light-hearted way which the children can then put with one of the "Egyptian props". Their new skills at deduction are subsequently applied to a mummy's shroud receipt.

A subsidiary group is now being formed specifically to raise awareness about Manchester Cathedral, and the entire company has recently moved from its base, the university's rehearsal facilities at the Corn Exchange in the city centre. The manager, Polly Howell, is in the process of appointing personnel for the coming 12 months. While most of her colleagues struggle along with a handful of versatile actors, Ms Howell can draw 27 people from the door queues to join three permanent staff.

With plenty of space, two cans and a steadily growing reputation, *Archaeology Alive* might be the envy of a number of smaller independent groups who are fighting for life in the region. But the company is not allowed to commission extra material, which would greatly enhance their programme of work. And the actors who do find work with the company are refused recognition by Equity.

Judy Meewezen

Long knives

Tales From the Vienna Woods, by Odu von Horvath. Translated by Christopher Hampton. Central School of Speech and Drama, Embassy Theatre, November 23-24

Against a background of the Vienna Woods, the "beautiful" Danubio and Johann Strauss waltzes the sad fate of Marianne is played out. Daughter of the tyrannical Zerkow, who lords it over the "Café Royal" in Vienna 87 where they live, she is destined for a marriage of subservience to the butcher next door, Oskar. In one fatal romantic fling, Marianne falls for the feckless gambler and good-for-nothing Alfred whom she calls her "guardian angel". After a year of living with him and bearing his child she is abandoned by him, her child dies in grotesque circumstances and she is returned, shop-soiled but still acceptable, to her fiancé. "I am a grimly periodic 'happy ending'".

Graham Callan's swift-paced and stylish production conveys the kitchen-fascism of its inhabitants, especially the male ones, born in the public and the private domain. The knives that feature so prominently, whether used for eating, pig-sticking or nail-pulling, are a constant reminder of the verbal lacerations they reflect. As Starks, James Nesbitt, Jason Isaacs and Peter Darling head the cast in this faithful and subtle rendering of what is undoubtedly Horvath's greatest play.

Rural rarity

Outreach Based at Oalsborough Arts Centre

Three years ago Jon Oram from the Colway Theatre Trust directed Gainsborough's first community play. Three of the workers were given a grant to spend a year with the Trust down in Dorset. When Neil Rodgers, Alex Hallows and Phil Burgess returned they founded Outreach. Their brief was to work within Lincolnshire's scattered rural communities and 57,000 people, introducing and developing the arts in a celebratory context.

How does it work? For a start they are not performers. They don't work for people, but with them, offering their expertise. They are accessible, anyone can phone them up, and they only charge for their travel. Their grants come from the local councils, the regional arts associations, and the Rural Development Commission. Who uses them? RAF Scampton needed help with poster design for its amateur dramatic society; Mencap want lanterns for a torchlight procession; a youth club in Scotter wants to work with fibre-glass and a rare breeds sanctuary wants a life-size cow - put the two requests together and a scheme takes shape.

They run regular "theatre in a week" events with hundreds of children from the villages, taking their stories and shaping them into a dramatic form. They can show a committee how to get funding for its pageant, and

can sort out a child who wants to put on something a bit special for a birthday party. I caught up with them at the Gainsborough Adventure Playground on a Saturday morning, working on a shadow play for Christmas.

In a field on the edge of the estate there was a Nissen hut. Inside, 20 kids and a small kitten were surrounded by piles of cardboard and bottles of glue. The play was going to be based on a German folktale "The Giving Trees". They were cutting out dogs, the sun, and the trees. Much discussion went into the trees. Neil was asked whether they should be evergreen or broadleaf by a very serious 11-year-old with a career in forestry ahead of him. The teeth had to be stuck back onto the sun's smile, the dog was hinged in the middle. But nobody was told they had done something wrong, and every mistake was gently and practically corrected.

Outreach will work in schools, which is fortunate given Lincolnshire's poor provision for drama. At present they are contributing to a junior school topic on entertainment and making puppets with a secondary special needs group. If they didn't turn down work, they'd be in schools five days a week.

The problem of the trees had been sorted out. I left and the scissors were clicking again. Wherever they go they hope to leave groups behind them able to carry on alone, knowing that support is only a phone call away.

Nick Wood

Further details on 0427 617242

Special

Since 1980, Kaleidoscope Theatre Company has toured productions involving some 30 mentally-handicapped young people. Recently, they have developed a programme of workshops both for teachers and for primary schools using adult and young members.

Invited by Bedfordshire Special Needs Drama Association, Kaleidoscope spent a day working with 35 special schools teachers using movement and dance (line-learning is out of the question for mentally-handicapped groups) to develop skills of listening, language, discussion and spatial awareness.

Even the initial warm-up started the process, building a sense of space and rhythm, demanding listening to music as each person became a one-man mime band to "Seventy-Six Trombones". Spatial awareness followed as everybody combined into four trains attempting to go full-speed without crashing (sounds childish? - try it!).

Then came the creation of various shapes, with consequent discussion, co-operation, listening to each other; simple squares and circles were followed by attempts to build a house and ingenious pieces of machinery, in

Timothy Ramsden

Fangtastic

Jacob Two Two Meats the Hooded Fang, by Mordcau Richter. Directed by Chris Wallis. Unicorn Theatre November 21 - January 24.

Jacob Two Two is six (or two x two x two as he prefers to put it). He has two brothers and two sisters, but they are older and more boisterous and he has trouble making himself heard. How he child dies in grotesque circumstances and she is returned, shop-soiled but still acceptable, to her fiancé. "I am a grimly periodic 'happy ending'".

Everyone he meets resembles his real-life relatives and acquaintances, but exaggerated fantastically. The horrible Hooded Fang is a version of the wrestler on that afternoon's television programme. The joke is that he is not horrible at all, he merely wishes everyone to think he is. Brave Jacob refuses to tremble and all ends happily with the help of the trusty child

Power, a boy and girl remarkably like two of his siblings) with the mountainous Fang playing childlike games. And Jacob is, of course, happily reunited with his family.

Based on a book of the same name, this makes enjoyable entertainment for children over five and will, no doubt, be better still in a week or two after a little tightening up in the production. On Saturday, the first half seemed rather long, especially the court scene where Jacob is sentenced to prison for checking an adult, and not all the songs justified the time allotted them. There were some jolly moments, though, especially after the interval, including a chase through the audience and the cartoon-style defeat of the baddies, Master Fish and Mistress Fowl, the warders. Colin Marsh is excellent as Jacob, but both he and Bill Rodgers as Fang could afford to make a few more direct appeals to the audience.

Heather Neill

Gerard Benson celebrates the Unicorn's 40th birthday on page 40

Eating Welsh sins

A restored 17th-century farmhouse complete with period furniture and a large log fire blazing in the grate was the perfect setting for Theatre Iala Morgannwg's historic investigation of Welsh rural life in the puritan era.

This scene was selected because the company had decided to stage its first lower secondary school TIE play at the Welsh folk museum St Fagans, near Cardiff. And the plot of *The Outsider* had been skillfully constructed to include as many as possible of the museum's buildings.

The play's conflict was between puritanism and village superstition. So although it began in the chapel, the action soon switched to farmhouse, smithy and market-place where superstition ruled.

A beggar woman can witch (Beverley Keach) had devised an ingenious method of keeping body and soul together by "eating the sins of the villagers" if they gave her a good meal. But as harvest failed and the villagers grew poor, she became a scapegoat. It wasn't long, however, before she identified a "much stronger witch", a woman who ran her own farm near the village, and whose good management resulted in her farm thriving while her neighbours failed.

That character (played by Annette Colgan) introduced the play's second theme - the role of women in 17th-century life. Doreen man's work was considered unnatural for women. Doing it well could be taken to mean that she was in possession of evil powers and so must be a witch. Being branded a witch and nearly hanged for her non-existent crime was the outsider's fate in the play.

Performances continue daily at the folk museum until December 4. Well worth a visit, the production and setting combine to create an uncanny sense of authenticity while giving a valuable insight into rural life and folk tradition. A teacher's pack outlining the themes and suggesting follow up work has been developed by the actors to accompany the production.

Iola Smith

Dance

Stepping out

Richard Luce presented this year's Greater London Arts Awards for Mime and Dance. In his speech he spoke of the importance of the teaching offered by the recipients: Marcello Magni (Theatre de Complicité); Corine Bougaard (Union Dance); Prap Pavar, Nola Raa and Lea Anderson (The Cholmondeleys); all of whom received an award of £1,000. He also stressed, as is to be expected, the importance of commercial sponsorship. In this case Marks and Spencer with BP and "above all, box office".

Based on a book of the same name, this makes enjoyable entertainment for children over five and will, no doubt, be better still in a week or two after a little tightening up in the production. On Saturday, the first half seemed rather long, especially the court scene where Jacob is sentenced to prison for checking an adult, and not all the songs justified the time allotted them. There were some jolly moments, though, especially after the interval, including a chase through the audience and the cartoon-style defeat of the baddies, Master Fish and Mistress Fowl, the warders. Colin Marsh is excellent as Jacob, but both he and Bill Rodgers as Fang could afford to make a few more direct appeals to the audience.

Strong ensemble work from Islington Dance Factory followed poems by Compters Curtis and Ishmael. "Stray in School and make something of your life / Get an education or you'll be on the poverty line", they exhorted their young audience. Newham School for the Deaf worked hard on Carl Campbell's accessible choreography. Campbell, well known for his Dance Company's "Let My People Go", a stylish well-rehearsed, highly energetic

and Nicola McKintosh - gave an amazing display of acrobatic pelvic swing and their spine ripples showed great virtuosity.

Fertility dances from Grenada, performed by Ju-Ju Warriors, involved dancers whose eyes ranged from five to forty-five. This exuberant company of drummers and dancers have won prizes at Brent and Notting Hill carnivals - they present traditional Shango dances. Classical Indian dance was shown by Camilla and Christina, both former students of Pratap and Priya Pavar. They performed Tarana, a pure Kathak dance and their skilled footwork is excellent. Dance and mime was offered by The Bantec Sisters in Odissi style. Their descriptions of Krishna's antics evoke the human desire for an encounter with the god. The vivacious Banerjee Sisters' expressive facial movements portrayed a sense of wicked delight.

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tic piece. London Contemporary Dance School training was clearly in evidence in Isis Dance Company's work. Their "Cocoon" has a sharp edge of professionalism, strong partnering and an almost balletic jazz style.

Newham Youth Group only meet weekly and, given this fact, their works "Group Meet" and "Incomplete Image" testified to a committed attitude. Sculpture Performing Arts Company brought the house down with their high powered, athletic "Sketch". Brian Amos, Raymond Burke and Caven Manning, back flipped, somersaulted and spoofed dice playing gangsters in Colin Sinclair's choreography to Quincy Jones' "Air Mail Special". Their "Venus de Stylo" was fun but did not match the zap of "Sketch". Two unemployed 19-year-olds, Ian Peters and Tony Williams from Ritzee and Teezee and their own "Shock Hard" is a magnificent display of hard, fast, furious street dance.

Peters and Williams offer workshops as do the majority of these GLA supported companies. GLA's *For One Night Only* produces the tangible results of their important policy. Mr Luce may feel that, "above all box office" counts but clearly, above all local borough and arts association subsidy is the primary impulse which pays for training, rehearsal space and ultimately - confidence.

Julia Pascal

Information on groups offering workshops in schools from Lynn Duns 01-837 8808. GLA, 9 White Lion St. N1 9EQ

DATA PROTECTION ACT
This week: staff records

Just the facts?

Teachers now have the right to see computerized records held about them. Whether the data is held by the individual school, the local education authority or Department of Education and Science, on a micro or a mainframe, you will now be able to ask if anything is held about you, see a copy and have it corrected if it is factually inaccurate.

Both facts and opinions are covered by the Data Protection Act, but not the intentions of the data user. So a note on the computer saying "Mr X is a good teacher and suitable for promotion" would have to be shown to Mr X, whereas a record "to be promoted to Head of Department next January" would not.

Exactly what records are being kept will become apparent once individuals start exercising their rights. The entries made by I.E.A.s in schools on the Data Protection Register (available for inspection in major public libraries) will give a general idea of the data held, and the sources and disclosures.

It is up to the employer to provide personal data to other bodies, provided they are correctly registered. For instance, they do not have to ask your permission before disclosing personal records to the DES, another school or even, in some circumstances, the police. But there should be clear rules or guidelines about when data can be disclosed and to whom.

Some personal data will have been obtained from teachers themselves, but there may also be facts or comments added by headmasters, advisers, previous employers, etc. For an increasing number of appointments involving access to children, employers are required to check short-

listed applicants with the police for any criminal record which could have a bearing on the choice of applicant. Government circulars lay down the procedures to be followed.

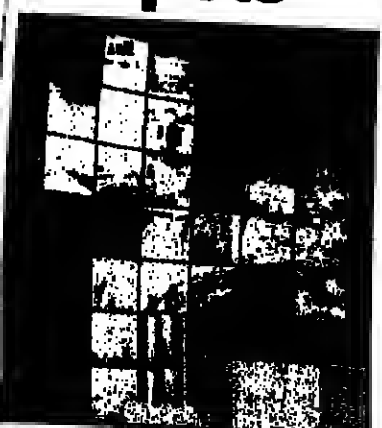
The new rights of subject access will allow teachers not only to find out what computer records are held on them, but also what these are being used for. As well as challenging inaccuracies, it is also open to individuals to complain to the Data Protection Registrar if they feel that any of the data protection principles are not being met. For instance, personal data must be obtained and processed fairly, and be relevant and not excessive. Just because an individual feels that data about him or herself is irrelevant or has been unfairly obtained does not necessarily mean a breach of principle, but neither will the Registrar always agree with the employer's judgement.

Data must also be kept secure against unauthorized access or loss. This means that procedures need to be observed which ensure the security of data. Computer discs need to be locked away when not in use. Screens must be positioned so that only authorized staff can view the data. Disposal of old print-out material must be effective. Passwords may be required for access to sensitive information. The exact meaning of the principles in various situations will have to be established through test cases, but there is now an ombudsman to take up complaints and enforce a minimum standard.

Nigel Waters

Nigel Waters is Assistant Data Protection Registrar.
Next week: pupil records

Seeing spots



Royal Mail Code Show
Science Museum, London
Until January 17. Admission free.

Every day the Royal Mail sorts and delivers 46 million letters to 23.5 million addresses. The Post Office has evolved from men on bikes and hand-sorted into pig-on-bikes into an intricate organization using its own underground railway, air networks and computers. The compact and informative exhibition at the Science Museum traces some of the history and explains the technology coming into use.

Biggest favourite with visiting children has been the Olivetti computer. Loaded with a compact disc containing

every address in the UK, it can summon up your own post code. The only caveat is that it is not overly user-friendly, refusing to accept other than received contractions (Cres for Crescent, for example). Having discovered your own post code you can then go on to send yourself a postcard, first class, free of charge, and visiting junior and middle school children have spent hours in the museum sending letters which they have post-coded with those on the blue spots which the mail bears nowadays.

What are those blue spots anyway? They are made of phosphors, and their topographical arrangement on the envelope corresponds to an exact coding with the addressee's post code, a designation correct to a few houses. Thereafter the postman has to decide on the individual dwelling. Apart from this slight margin for human choice, the computer can sort without error 16,000 letters per hour, eight times faster than post manual speeds.

Further displays in the exhibition show the air network with lines of lights, the superlativity of phosphors to fluoresce under ultra-violet light, and the different methods of transporting the mail in use today. There is a video on OCR (Optical Character Recognition), which can interpret up to 35,000 typed or printed addresses an hour by electronic eye. Non-post-coded mail still has to be sorted by hand at the town of destination.

The effect of the exhibition ought to be to make one use the postcode religiously from now on - you know it makes sense. On the other hand, I could take a perverse delight in keeping those handsorters in a job.

Victoria Neumark

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Speech therapist Gillian Nalms assesses a young visitor at the ACE Centre

Special help

Carolyn O'Grady visits a pioneering centre

David is a small six-year-old with a sunny personality and a winning laugh. He is also multiply handicapped, with a complex range of problems, many of which are difficult to diagnose exactly. He has been using computers and other microelectronics aids at his Ealing school for special needs, but without a chance to try a wider range of input devices and software it was difficult to know whether he was getting the best out of micro-

technology. Last month he got that chance. With his parents and teacher he visited the ACE Centre in Oxford for a full day of trying out hardware and software with a team of experts.

The ACE Centre opened in May 1984 and is acknowledged as one of the major successes of the drive to give special needs children the benefits of microtechnology. However, along with the Special Education Microelectronics in Education Centres (SEMERCs), its future is now in doubt. In March 1989 the Microelectronics Education Support Unit, which, with various charities, funds the centre, will pass on responsibility for the agencies supporting microelectronics in special needs education to local education authorities. So far the indicators are that ACE will survive, but the SEMERCs (which are concerned mainly with research and advice for classroom teachers) will not. But no formal announcement has been made. ACE has as its main concern communication aids for individual children, especially those who are severely physically handicapped or both physically and mentally handicapped. The ACE centre gathers and disseminates information, evaluates hardware and software and undertakes research. It also provides a place where teachers and others can try out equipment and software.

In addition, it offers a unique service for individual special needs children in that they can come to the centre accompanied by parents, teachers and

therapists and spend a day trying out devices and software. This service is increasingly in demand: appointments are currently being made up to six months ahead.

David, who is cerebral palsied, short sighted and probably profoundly deaf, though it is not known for certain whether he suffers from an inability to hear or a difficulty in deciphering what he hears, came to the centre with quite a small team of parents and teacher. Other children sometimes come accompanied by educational psychologists and physiotherapists. The centre works equally happily with health and education services.

Before the visit, the Ealing school which David attends had supplied the centre with a video showing him working with a computer. Staff from the centre had also visited his school to observe him there. The school are very knowledgeable about computers and other aids but are hoping to extend their knowledge.

David is not a shy or nervous child, so he is able to begin work at the centre immediately he arrives. Caroline Gray, the centre's occupational therapist, cradles him in her arms to reduce his involuntary movements and in front of him, to his evident joy, are placed a furry toy dog and a plastic elephant. The aid he can get to move with the aid of various switches which Caroline and Gillian Nalms, the centre's speech therapist, try out with him. Throughout the day Gillian "signs" to him, as it is hoped to encourage his understanding of "signing". Also around the table observing and commenting are Prie Fuller, director of the ACE centre and Andrew Lyall, a teacher at the centre, David's parents and his school teacher.

David is an extremely determined child with immense powers of concentration - "equal to or better than any normal six year old," comments Caroline. He very quickly catches on to what is required and sets about the Herculean task of getting his wayward arms and hands to do his bidding. He is unable to speak but has discovered a

winning way with laughter. He uses it to encourage adults to continue to do what they are doing.

After numerous sorts of touch switches had been tried out in different positions Andrew suggests that a small switch that requires just a small movement of David's more effective right hand and index finger might be better than the large switch that he is at present using in school. This requires a large movement of his arm which often results in his losing control entirely.

Prie Fuller is anxious that David should be encouraged to use his foot to operate another switch which will give him more scope when it comes to using computer programs. "We are looking," she says "for ways of giving David more control and ways of making choices". As he has never used his feet before, some of the observers are sceptical, but within a short time it is obvious that David is capable of operating a small switch with his left foot. His right foot is less effective.

The next stage is to see if David can operate computer programs using his right hand and left foot. He moves with Caroline and Gillian to the computer. He begins with Widget Software's suite of programs featuring Blob, a hulking red character, and is introduced to the idea that Blob can be operated with one switch, and an object or another character can be another. Thus he can get Blob and a car, or Blob and a clown moving on the screen at the same time. At the end of this session it is felt that he has grasped the idea. He is working extraordinarily hard with a concentration and energy which are awe inspiring.

After lunch David returns to the computer, and continues with the hand testing his powers of differentiation. In one of these he is shown black pictures of "numbly" and "daddy" and a table and a chair. His realisation and further hide, one behind a table and the other behind a chair, and David's task is to call them up. He is obviously enjoying the game, but he is tiring and the task is difficult. The results are not conclusive but the team feels it would be well worth continuing with programs that challenge his intelligence in this way.

During the discussion which ends the day, David's teacher says she is confident that she can incorporate the ideas which have emerged into his school activities. His parents would like to buy a computer for his use at home, but Prie suggests that they wait until he goes to his new school to see what sort of work is going on there. An appointment is made for him to return to the centre in six months.

David is one of the most seriously handicapped children who come to the ACE centre. Many have much simpler problems, for example, they come from mainstream schools in search of more appropriate writing aid or a portable computer or an electronic typewriter. But it is to the "Davids of this world" that Prie Fuller would like to see more of the resources of the centre devoted. The simpler problems, she feels, could eventually be dealt with at a level level, leaving the centre free to devote its wide range of expertise to the more complex problems of children like David.

ACE can be contacted at Osnorth School, Wymondley Road, Hemel Hempstead, Oxford OAS 8DD (tel: 0493 63300).

Online

severely disabled users to control the micro using standard software. But Predictype gives a speed gain not only to handicapped users of keyboard emulators but to anyone doing word processing whose typing is slow or inaccurate. It even co-exists peacefully with Spellmaster so you can check words in your Predictype word list against the Spellmaster dictionary. It costs £30 (per pack, including a licence to copy within the purchasing institution. Predictype is supplied on disc (40/80 track, DFS) with a 24-page manual by Sullivan Systems, 67 Otter Street, Derby DE1 3FD.

assured LTD has just released a full implementation of C, the programming language whose portability is increasingly popular with those who see the disadvantages of obsolescent high places of this problem means that it is a good idea to have a portable C. It is £59 for two ROM chips and a disc, should do well. The package is compatible with Model B, B+ and Master

In disc format. Beebug is at Dolphin Place, Holwell Hill, St Albans, Herts AL1 1EX.

DATABASE SOFTWARE is known for its best-selling business and educational program Mini Office, which was followed by the greatly improved Mini Office II (reviewed in THE TES, March 13). Now they've followed it with Mini Office Professional for the Amstrad PCW. Five programs (Database, spreadsheet, word processor, graphics and communications) on two discs with a 70-page manual sounds like another bargain at £30. Because the software is integrated, transfer between modules is painless and slick. Database is at Europa House, 68 Chester Road, Hazel Grove, Stockport SK7 5NY.

Jacquetta Megarty

Next week

Features on computers and software for Christmas

What have you done?

SCHOOL TELEVISION

Scene
"This Year's Model"
BBC2 Thursday December 3,
11.30am; repeated December 4,
12.30pm.

A lot of Scene's output is like Hilaire Belloc's improving tales: folly reaps its inevitable reward. And isn't life just like that, we older wisenoses sigh, as sexy Sadie from the suburbs, "a legend in her own bedroom", tries her luck as a "glamour model" in London and treads the slippery slope leading to prostitution. Not so obvious, perhaps, if you too are 16 and 34B (but I bet your friends tell you "What you got is a body" as you saunter to the record shop after getting your giro.

As usual, this Scene episode is well scripted and acted, with convincing casting for our plumply pretty heroine and her plain, promiscuous friend. We follow Sadie from her dreams before the mirror, through success - Girl of the Week in Pontins, all the boys she can fancy - and failure - a tacky wet T-shirt contest. Finally she ends up in the agent's office. Now, if she'll lose five pounds, take make-up lessons, and learn to pose, she can have the privilege of giving the agent £150 for a portfolio. And there, realistically, the story might end. If the subject was one girl's shot at glamour.

Funny word, glamour. For the aspiring model, it still holds its connotations of power and beauty. For the agent, it leads inexorably to "top shelf of the newspaper", "but nothing bad, legs together you understand". And if you are still determined, yes, flesh can be peddled "just to tide you over" on any street corner in this capital city of over-expanding opportunity. Is that still "glamour"? Is it even decent?

"This Year's Model" is not, however, merely a homily on the dangers of selling one's charms. It touches on many issues. Pogo Three girls: are they really "nice" girls? Or are they, as Sadie's boyfriend and his mates slyly suggest, a set of images which degrade real people? Is modelling



Janny Jay as Sadie

"about beauty" as Sadie claims, or is it, as the deeply unpleasant admen who reject her for their peanuts campaign imply, about reducing beauty to a sales gimmick? And who is right in the dialogue between Sadie and her mum? "You can't really want to take your clothes off for a living". "It's better than hanging up washing".

Everyone wants to be of value, loved and admired. Becoming aware of one's own sexuality ought to be more joyful than not. It is sad if young girls believe that their beauty lies only in the eye of the buyer of tawdry magazines and newspapers, that it needs to earn money to be real. Sadie still if they batter away that beauty as rough trade. Perhaps teachers can use this programme to put off a few hopefuls. Me, I'm waiting for the day when hanging out the washing gets glamorous.

Victoria Neumark



Is your school or group eligible for some of the millions raised tonight? Child deprivation, disability or illness are the main criteria, but before you apply for cash, it's worth noting that you should have a goal in mind and you should demonstrate that you've raised some funds yourself. Closing date for applications is January 15. Application forms are available (95p each set) from your regional BBC Broadcasting House in Northern Ireland, Scotland and Wales. The Address for England is the Broadcasting Support Services, Room 27, 252 Western Avenue, London W3.

Donations can be sent to the BBC Children in Need Appeal, National Girobank, PO Box 200, Liverpool L69 3HW. The Children in Need Appeal takes on a hi-tech image tonight, with the use of the interactive Micromet computer system, allowing electronic pledges. Disabled children will also be using the system to interview celebrities via the keyboard.

NEWS OF an excellent early Christmas present for English and drama departments. The British Universities Film and Video Council (BUFVC) recently published a list of audio-visual materials available on 20th-century dramatists. The idea is simple. If you need to find what film/video/audio material there is by or about a certain dramatist from Edward Albee to Carl Zuckmayer, the list will give you complete references including year of production, tape and film numbers and screen credits, together with details about where you can buy or hire the material. The 260 items by 101 dramatists are also listed by theme (alcoholism to women's studies) and title.

Also new from BUFVC - a second edition of their list of Shakespeare plays available on film and video, together with connected material including acting, directing, and design. Also Shakespeare inspired films like *West Side Story* and *Throne of Blood*. Lists cost £5 each to BUFVC members and £9.50 each to non-members. Order from Publications, BUFVC, 55 Greek Street, London W1V 5LR.

Nick Baker

MEDIA

In these days of Baker

David Lister on current TV programmes about education

It is not actually all that many years since the term "education correspondent" was unknown. Newspaper coverage of schools, which usually meant school fires, was usually added to the load of a general reporter - probably the youngest, who could most closely remember the system.

The education world was left to get on with its business in peace. Even fewer years ago, the education ministry was still regarded as a place for rest and recuperation, and Sir Keith Joseph's appointment as Secretary of State was greeted by one national newspaper with the immortal quote: "Sir Keith Joseph, the Industry Secretary, has not been moved to Education".

How times change. Education is now the key Cabinet post (as, to be fair, Sir Keith himself believed it was then) and the minister occupying it is suitably young, ambitious and agile. The Education Bill is the central piece of legislation of this Parliament. All serious newspapers are following its every step, now with a handful of education correspondents each (there must surely be a suitable collective noun for these people) and there has been a sudden blossoming of special pages on education.

Television, for some reason, took a long time to catch up, perhaps because of the dubious but widely-held belief in the media that education stories are seldom visual, and perhaps also because they are hard to encapsulate in the 30 seconds or so allowed in a news bulletin. The BBC and ITV appoint education correspondents from time to time, but they don't seem to be viewed as particularly prestigious jobs on either channel.

The natural answer was a magazine programme, and over some months now both BBC2 and Channel 4 have

developed very respectable ones with *The Education Programme* (Fridays, 7.30pm) and *Education Extra* (Mondays, 6.30pm) respectively.

Both these programmes are thoughtful and well-researched examinations of current educational issues and required viewing for those who need or wish to remain informed. They are different in style, with the BBC's *Education Programme* authoritatively presented by Martin Young and Linda Alexander, and devoting its entire half hour to one issue. The difficulties of teaching about AIDS, and the testing of primary school children were two recent ones. The programme sets the scene, dramatically in the case of Angela Rumbold's head-on clash with primary teachers at the recent

volume normally reserved for plane crashes. The language of the presenters - as Mr Baker puts his hand to the plough of education, we'll be hot foot down the furrows sifting the arguments and weeding out the facts - is also sometimes more appropriate to a regional news round-up than a national and specialist programme.

When *Education Extra* gets down to issues, it does them well. Last week's programme on Wandsworth trying to pull out of the ILEA was absorbing, lining up Richard Jameson, a former DES civil servant who has managed to rally to advise a familiar dilemma for how to follow Conservative policy and opt out, against Sir Ashley Brumall, who has now joined the select group of leading Labour intellectuals that his party failed to find a role for. But the discussion was all too brief. I would rather have seen more of it and fewer news items. Is the current state of play in the Leeds school secretaries' industrial action of the slightest interest to anyone outside of Leeds? I doubt it.

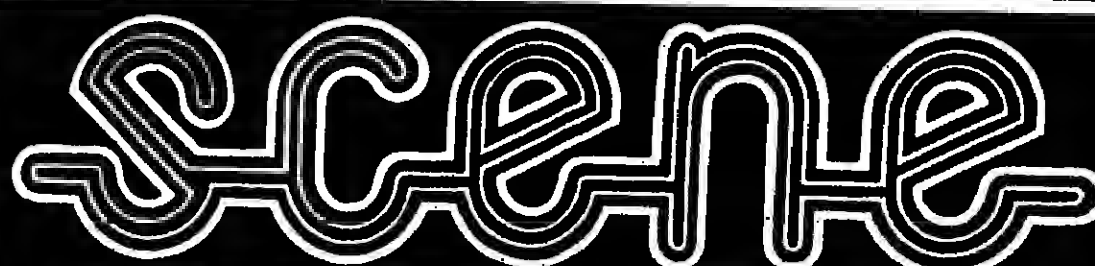
The programme makers on both channels must at the outset have debated just what to aim their offerings at. It would be a familiar dilemma for all of us who have worked in educational journalism. Does one go for the teacher, the committed parent such as a school governor, or the ordinary parent who wants to try to get to grips with a system now radically different from the one which existed when he or she was at school? The greatest tribute to both these programmes is that it is hard to discern just what was decided.

The programmes are interesting and informative for all three of the above groups, enabling those who watch to keep abreast of developments to a degree which was always useful, but which Mr Baker has made imperative.

'Sir Keith Joseph, the Industry Secretary, has not been moved to Education'

Coventry conference, zooms in on a particular school to illustrate the issue and finishes with the usual adversarial studio discussion. With the help of good graphics and two very experienced presenters, is exceptionally clear and informative.

The one-issue approach, a sort of educational *Panorama*, is one I feel rather more comfortable with than Channel 4's news magazine programme, *Education Extra*. The world of education, even in these souped-up Baker days, is a ponderously slow one and does not easily lend itself to a section of brief "news" items, delivered sometimes with a speed and

THIS
YEAR'S
MODEL

Next year what?

Teenager Sadie dreams of becoming a glamorous model - even if she has to make it via Page Three. Tony Marchant's controversial play explores Sadie's journey towards the realisation of the true nature of the business in which she seeks fame and the effect her ambition has on her relationship with parents, girlfriend, boyfriend - and with herself.

This Year's Model

BBC2 Thursday 3 December 11.35 - 12.05

Repeated Friday 4 December 12.35

**BBC
EDUCATION**

More information from BBC
Education (SC2), London W5 2PA
Tel: 01-991 8031 (24 hours)

BBC tv

^aDelete as required

Nature red in tooth and glove

The Fluppets Storybook. By Terry Edge. Hutchinson £5.95. 0 172729 4. A Teddy Bear's Picnic. Illustrated by Terry Denton. Oxford University Press £5.95. 0 19 55 4639 3. Rain and Shine. By Paul Rogers. Orchard £6.25. 1 85213 060 1. Charlie and Elly Stories. By Frances Farrer. Collins £6.95. 0 575 03966 3. Hild at Allotment Lane School. By Margaret Jay. Faber £5.95. 0 571 44808 5. The Clothes Horse. By Janet and Allan Ahlberg. Viking/Kestrel £6.95. 0 670 81367 6.

Animal-characters can be very tempting for a children's writer. At a stroke they free the narrative from the inconveniences of class or race or, most inhibiting of all, grown-ups. This liberation comes at a price, though. The writer still has to decide how these animals are to behave. Like toys? Like people? Like, perhaps, the thought, actual animals?

The chief problem with *The Fluppets Storybook* is that Terry Edge tries to face in two directions at once – towards Woud Wood, which bears a sneaking resemblance to real life, and towards the hand puppets who are the *raison d'être* for the whole enterprise, since his book is out to promote them as much as itself. Not surprisingly, what he and we end up with is a very odd wood indeed – the sort of place in which Renee Rabbit can chum with Felicity Fox because she's "a friendly fox and one who isn't particularly hungry at the moment", but where Bumper Badger also has to learn to use his whiskers as a means of escape rather than trying to have it both ways by hinting at a Nature red-in-tooth-and-glove. His prose-style doesn't help, either. It's the kind in which utterances are not so much "said" as "replied" or "retorted" or "moaned" or "complained" or "murmured". This is a sure sign of a writer with a tin ear or one who's not trying too hard. Let's hope the book does something for hand puppets.

And let's hope the re-printed *A Teddy Bear's Picnic* does something for teddy bears. These stories are billed as "original" and so they are in the sense that they were written especially for this collection by nine Australian writers. It's not easy to escape from the shadow of the great Book, however, and rather too many of them rely on over-familiar themes like "The Lost Toy" or "The Toy Out

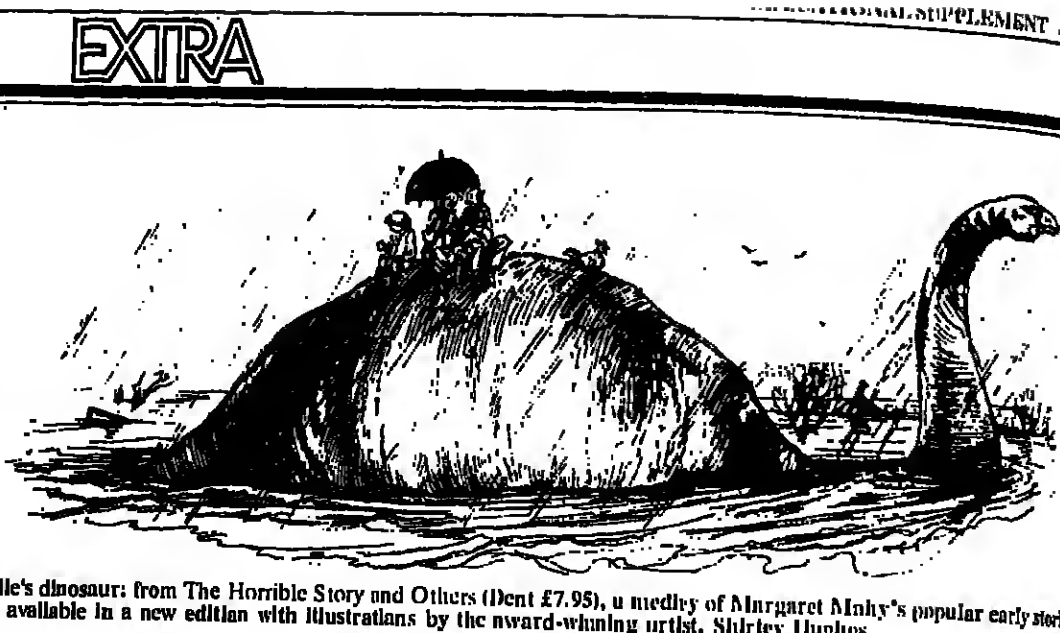
of Favour" – with the honourable exception of Russell Price's "Teddy Who Was Never Ready" and Tony Linterman's splendidly Chandleresque "Ted E Bear, Scazologist". The book's best claim to originality lies in Terry Denton's illustrations which update E H Shepherd by way of David McKee most amusingly. Children who'd rather play with other children, though, may prefer Paul Rogers' *Rain and Shine* or Frances Farrer's *Charlie and Elly Stories*. Each offers a lively, undemanding account of ordinary, everyday happenings – in the country and town respectively – while taking full advantage of the convention that infants in stories don't need to eat, nor are they afraid of insects. Some of the tales simply trail away... like their readers' attention, perhaps.

For an altogether sharper, more rounded experience try Margaret Jay's *Hild at Allotment Lane School*. Hild is a delight, a downmarket scamp who's sure to cause pursed lips among those who prefer their mischief to be safely middle-class. Hild's jokes and lies and ability to look after herself equip her perfectly for the Brave New World like a K Baker are creating for her... which is just as well, since she's just the sort of child who can expect no help at all from him. Luckily, here she has her redoubtable teacher Miss Mee on her side, even when she's disrupting the swimming lesson, eating the other children's lunches, sending up the dinosaur project or having her knickers fall down while on the Big Apparatus. My only complaint about this unpretentious little gem of a book concerns Joyce MacDonald's illustrations which present Hild as a blonde Milly Molly Mandy. Clearly, she's much more formidable than this. A backstreet Violet Elizabeth Bott would be nearer the mark.

There's no such mismatch between text and image in *The Clothes Horse and Other Stories*. As always with Janet and Allan Ahlberg, the book looks good enough to eat, were it not that we'd also lose the words which are just as alluring. In fact, the book's subject is nothing less than language itself apprehended through the dotty, surreal resonances the author wrings from well-known phrases such as the night-train (carrying night as its freight), the jackpot (a pot for giant-baiters called Jack), and so on. What sustains the joke is the unabashed exploitation of the authorial voice, confirming the status of this pair as our leading structuralist celebrants of childhood. Not that kids will let this put them off. They'll be too busy laughing.

Chris Powling

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Mallie's dinosaur: from *The Horrible Story and Others* (Dent £7.95), a medley of Margaret Mahy's popular early stories, now available in a new edition with illustrations by the award-winning artist, Shirley Hughes.

Picture books

Families and friends

NAOMI LEWIS

Families, like friends and siblings, can be a problem – no need to tell you that. What luck though to have a father and mother like Emily's in Emily's Own Elephant by Philippa Pearce (Julia Macrae £5.95) as well as a meadow, a stream and a comfortable shed. For little Emily longs for an elephant, and it happens that a miniature elephant (say pony-size, be won't grow larger) needs a special home. Convincingly told by a perfectionist storyteller, it leaves a rare sense of a good wish happily fulfilled. John Lawrence aptly illustrates.

Jan Mark's *Foo* (Gollancz £4.95) is, I'd say, one of the most discerning books on the list. James's parents are always wanting him to play, to race, to have fun. But James prefers to be alone and watch a beetle or the wind-snowflake, make a snowman. James likes to see the snowflakes fall. Young parents can be such a problem. Michael Foreman illustrates. A book not only for thoughtful loners under eight.

You'd think that Kirsty in Kirsty Knows Best by Annalena McAfee and Anthony Browne (Julia Macrae £5.95) was an everyday, mousy sort of child – but no. She's a medieval princess; she's the toast of the party;

she travels in a nicksaw pulled – yes – by Nara, the class bully. Well, see what happens to Nora in the end – at least in Kirsty's satisfying dreams. Anthony Browne's unerring pictures are there to prove all this.

In Wendy Smith's *Twice Mice* (Dent £5.95) parents tell worried mouse Thelonus that siblings are on the way. How many? What should he do? In fact, s mere twin sisters arrive. "I'm more lonely now than when I was an only mouse. I might as well run away to sea." But things improve. Privileged Big Brother isn't too bad a role. A likeable, even witty text runs with the absurdly likeable pictures.

In *A Weekend with Wendell* by Kevin Henkes (Viking £5.95) Sophie, another only mouse, is none too pleased when bossy Wendell comes to stay. When they play hospital, he is doctor, nurse and patient. She is the desk clerk. He is allowed not to eat his greens ("an allergy"). Then Sophie starts to assert herself and the fun begins. Parents won't want more of Wendell, but Sophie certainly does. Seven down.

Anna is lonely in her new home in

Anna's Secret Friend by Yinka Shonibare and Akiko Hayashi (Viking £5.95). But through the letter-box one mysterious presents: three dandelions, a paper doll, some violets, then a letter! FRIENDS ARE NICE. VERY HAPPY YOU HAVE COME. There's a knock on the door – another shy little girl. Simply told with fine pictures, a happy little daisy for the very young.

In Janalene's *Find by January* and Anne Sidley O'Brien (Hodder £5.95) little girl Jamaica finds a dog lying under a swing in the park. She loves it, takes it home, but soon to realize that it should have gone to Lost Property. Another little girl-joice to find it, and the most pleasure makes the black-haired and golden-haired children friends. With bold, clear, child-angled pictures.

The most serious book here, yet thoughtful rather than sad, is Mary and her Grandmother by Bethina Egger and Sun Jucker (Viking £5.95). A child thinks of her grandmother who has recently died of the funeral, of her last illness, but also of the happy good times and gifts and secrets that passed between them. The evocative full page paintings (in dissolving effects of sepia, blue, emerald green and grey) pin essentially with the text.

Poetry anthologies

Too silly for words

SANDY BROWNJOHN

Nailing the Shadow. By Roger McGough. Viking/Kestrel £5.95. 0 670 81801 1. *Smile, Please!* By Tony Bradman. Viking/Kestrel £5.95. 0 670 81585 3. *Whispers from a Wardrobe*. By Richard Edwards. Walker Books £5.95. 0 7445 0750 2.

Standing on a Strawberry. By John Cunliffe. Andre Deutsch £2.95. 0 233 98071 7. There's an Awful Lot of Weirdos in our Neighbourhood. By Colin McNaughton. Walker Books £5.95. 0 7445 0750 2.

To quote W H Auden: "... there are no good poems which are only for children." Too often poems written especially for children are just not good enough. The market is becoming saturated with facile doggerel of the sort that almost anyone might produce, off the cuff, at bath or bedtime for his own offspring. It is tempting to think that publishers are indiscriminately "milking" the current reawakened interest in poetry in schools, and it is tempting to think that their knowledge of, and commitment to, good poetry is negligible. As long as a book has a catchy title and plenty of pictures to soften the blow of words, they are on to a winner.

From one publisher, Viking/Kestrel, we have two books that are poles apart in quality. First, *Nailing the Shadow* by Roger McGough is a welcome addition to the bookshelf. McGough clearly agrees with Auden, for he has reprinted four of the poems from his last adult book; they are strategically interspersed among the new. There is something very slightly naughty about that, but still, a very experienced poet. McGough is unmistakably the

most professional poet-thinker in this batch. He simply handles words so much better and obviously loves language.

The book is somewhat patchy, but his inventiveness constantly delights. He has always had a tendency to extend a one-line joke into a poem, as with "The Lost Strawberry", but the word-play and sheer enjoyment in poems like "The Cuckoo", "Interference" and "Prayer to Saint Grogan" are infectious. And "Gazebos" and "Hundreds and Thousands" are particularly good. The illustrations by Marketa Prachetka are among the best to be found in any book of this kind: truly creative, not simply rooted in the representational and an enlightened editor has decided that they do not need to appear on every page. Yes, there are actually blank spaces round many of the poems. More power to them.

From the technical skill and imaginative use of language of McGough we come to *Smile, Please!* by Tony Bradman. What feels like a prescription might be better as a question mark – at least one might think it moved to sympathy. This book is doggerel at its worst. Was there a deliberate attempt to restrict the vocabulary to a small range of simple words which appear to have been shuffled and re-dealt for each "rhyme"? The word "nice", among others, recurs with monotonous regularity.

Whispers from a Wardrobe, by Richard Edwards, a second book for children. Unfortunately it is not as substantial as his first. One feels he would have done better to have waited until he had amassed sufficient poems

of the quality of "The Beast and I", "Some Favourite Words" and "Just Light or Surprise". Or perhaps his publisher should have been alert enough to spot the similarities (however unattractive) in other people's poems; for example, "The Major's" is his too close to Kit Wright's poem "How to Front the Houseplants". And if one is going to write poems using made-up words (à la "Jabberwocky") it should be done well.

Standing on a Strawberry is a book of poems by the author of *Postman Pat*. John Cunliffe, but this is in a very different vein. A mixed bag, it nevertheless contains some well-crafted poems, and the author's intelligence and wit pervade the collection. For example, "Cat Wraith", "Another Assembly", "Pebbles", "He was and he came", work extremely well and there are enough of these to maintain interest. The illustrations by David Parkinson fall into two categories: the serious are on the whole successful, the humorous tend to be too obtrusive. In a book of poems the words should always take pride of place.

Which leads resoundingly to *There's an Awful Lot of Weirdos in our Neighbourhood* by Colin McNaughton, who is also an illustrator. The publisher's blurb tells us that "most children of no mean standing will find much to delight them here. Billed as 'rather silly verse', that just about sums it up. The pictures are colourful, mostly in pastel shades, but will not be to everyone's taste. And once again there are echoes of other poets – popular Kit Wright ('My Dad's Bigger than your Dad') and Gregory Healey, whose poem about the head who does not want to go to school is superior to that offered here."

Short story selection

Transforming the past

STEPHEN CORRIN

A Few Fair Days. By Jane Gardam. Julia Macrae £7.95. 0 65203 302 0. *Josie and Grandpa*. By Ja Darke. Illustrated by Susa Williams. Marilyn Mallin Books in association with André Deutsch. £5.50. 0 233 98057 1. *The Enchanted World*. By Amabel Williams-Elitis. Illustrated by Malra Kemp. Hodder and Stoughton £9.95. 0 340 73603 1. *Fighting in Break and other stories*. Edited by Barbara Iresan. Illustrated by Susan Hellard. Faber £6.95. 0 571 14623 6.

Do we tend to glamorise our childhood days and create melodramas out of trivial incidents? Yes of course we do, and it's as pleasant a way of passing the time as anything else. Jane Gardam has managed to transform this pastime into an art, not just an art form. Jo Darke does it less professionally, less satisfactorily, though still most astutely.

Each episode in *A Few Fair Days* (a welcome re-issue, first published by Hamish Hamilton in 1971) is a cameo of days gone by and would make riveting television – an added joy to the delight one gets from simply reading the book. Character portrayals are dazzlingly vivid, especially those of her aunts. And it's nearly all hilarious. "The reasons are called Physics," said her father in the voice of a schoolmaster, explaining to his thirty-four knowledge daughter why a ship has an air ground on the sands; which becomes funnier when matter-of-fact Lucy regurgitates all this, soberly and verbatim, to her aunts. In "Zorroster" Jane Gardam realistically identifies with a schoolgirl attempting to unravel a baffling poem. "Mr Crossley's Wig" revises her finely-tuned understanding

of the social oddball. Mrs Gardam's nostalgia is kaleidoscopic, impressionistic, coolly unsentimental and critical. She is completely original and endowed with an intense sense of the curious.

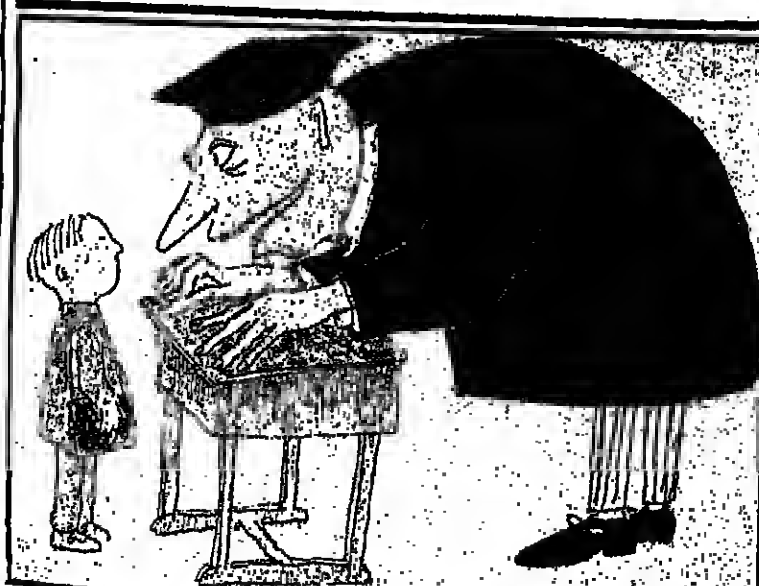
One should not be deceived by the unpromisingly simple first chapter of Ja Darke's autobiographical narrative sketches, inspired by her own early life spent on the picturesque Cornish beaches. The reader is soon captivated by the fetchingly touching picture of the developing relationship between grandfather and grand-daughter – a very private, possessive relationship. Each episode describes an encounter with her grandparents, who live only a walking distance from her own home. But it is with her grandpa that the most memorable "adventures" are concerned and every single line is redolent of the glorious scents and sounds of Cornwall's richly wild-flowered seaways. How remote Josie's playthings seem compared with the over-lavish on offer today. It's a shame that Miss Darke feels obliged to interpolate "in those days" so frequently. The narrative speaks, most eloquently, for itself – no need for reminders, they observe.

In the last year of her long and fruitful life Amabel Williams-Elitis collected a treasury of fascinating tales from all over the wide world. The result is an enchanting compilation, with the luxury of the most stunning and elaborate illustrations (often spread over a double page) ever to grace an anthology of folk and fairy tales – a sumptuous gift for any young person or grown-up and, considering

the high standard and attractiveness of production, it is not expensive. True that many of these stories have been included in previous Williams-Elitis collections, yet the diversity of nationalities plus the variety of moods will guarantee there will not be a dull moment from cover to cover. A brief note about its provenance and character is given at the conclusion of each tale and one, "Johnny Cake" (British), is supplemented by useful advice to the reader-aloud on how to dramatize the telling – sufficiently indeed to make her or his listeners jump! "The Master Thief" (from Germany) will prove a real thriller to most youngsters, while "Anansi and Mrs Dove", one of the diverting famous Anansi myths, was told to the author during her sojourn in the West Indies and is printed exactly as told. The anthology ends with "Tom Tl Tat", a Suffolk version of the ever-popular *Rumpelstiltskin*.

Starting promisingly enough with a couple of very believable contributions, *Fighting in Break* is a disappointingly uneven selection from that veteran hunter of story and verse, Barbara Iresan. George Layton's "The Balacava Story" and "The Dinner-Lady Who Made Magic" by Dorothy Edwards are bathos skilfully narrated that one overlooks the simplicity – or even absence – of plot, and most boys will identify with the characters in René Goscinny's "Fighting in Break".

Susan Shreve ventures to throw a moral into her "Cheating" and Margaret Joy provides felicitous ideas for Halloween – on Night. But as for the rest, they come across as dull or quite unfunny, with the exception, of course, of Mrs Iresan's own contribution, "Marmaduke", which seems just right for the very young, wide-eyed innocent.



John Patrick Norman McHennessy – always late.

Ingenious excuses

Excuses prompt, in daily life, the greatest feats of imagination that most of us contrive – but are they always excuses? Consider the books below. The title of John Burningham's *John Patrick Norman McHennessy – the Boy Who Was Always Late* (Cape £5.95) may cause lolling problems, but book itself is a triumph at any level. Each day as the mild little lad journeys to school he is held by such obstacles as a crocodile, a lion, Time and time again he has to write out lines – a hundred times, "I must not tell lies". (Some are used, as an excuse.) But when Sir's held on the roof by a huge gorilla, John P can safely tell him that the episode isn't true. Large print, superb design, and an absolute match of Burningham's text and pictures. Oddly, a second book, Swiss-based, has a similar theme: Sebastian Is Always Late by Anne-Marie Chapouton and Chantal Van den Bergh (North-South £6.95). "On Friday Miss Jessy said, 'Why, Sebastian, this is the first day this week that you haven't been late. What happened?' It seems that every other day he took a different route, on a shooting star, under the sea, this, and that, 'But today I walked... His excuses sound more

dubious than John P's, but the book has a curious charm and kindliness. The old-fashioned spacious classroom, each child distinct, at once attracts the mind; you might be there. Charm is not the intention in Tony Ross's *Oscar Got the Blame* (Andersen £4.95), but Oscar's injured innocent scowl has its own appeal. He has a secret friend called Billy. People think that Oscar made him up (the picture THIS IS BILLY shows a blank); anyhow, whatever amash and mayhem Billy does, Oscar gets the blame. And what smush and mayhem Tony Ross is at his vibrant best in this engaging romp.

Strange that there should be so few books about the non-returning of library issues. Well, here is one, *Sorry Miss Polly*, by Jo Furtado and Fredrick Joes (Andersen £5.95). Every month the boy relates a wilder and wilder tale of what has befallen the book. The teacher's kindly patience turns into wildness too. But all comes right in the end. Children will relish the theme, and no doubt the manic pictures, but they had better not try the same formula.

Naomi Lewis

Round the U bend

Tea Leaf on the Roof. By Jean Ure. Blackie £6.95. 0 216 92112 0. *Jacob Two-Two and the Dinosaur*. By Mordecai Richler. Deutsch £5.95. 0 233 98081 4. *A House Inside Out*. By Penelope Lively. Deutsch £5.95. 0 233 981 675.



From: A House Inside Out

William, the hero of *Tea Leaf on the Roof* is the son of a Justin Case, famous author of mystery stories for children – the kind in which groups of eager youngsters solve crimes which have baffled the finest brains in CID. The stories fill William with scorn. Life after all, he thinks, is simply not like that. Any group of kids really attempting to get to grips with a mystery would surely be met with a cry of: "You shove off you kids or I'll have the law on you!"

Ure is of a similar mind. Her setting after all, is Tettiscombe Terrace, a place whence black families go to church in a blue Transil bus, and where there is a man called Chaiky, the owner of a pink but rusty Ford Thunderbird. Here is an author, you feel, who is trying to be to Blyton and Ransome what Fluck and Law are to Annette Mills. But stay! Read on, and behold she shows you a mystery after all. Some lead is half inched by a tea leaf, and for William and his friends the game is suddenly afoot! (Rhythmic slang, I should say, a feature of this book, though Jean Ure achieves the ripest and funniest examples.) This is a good lively read.

I am less convinced, though, of the liveliness of Mordecai Richler's story. For one thing it is about an errand and anachronistic dinosaur, which story device is by now itself due to be propped up by iron bars in a museum. However, as dinosaurs go, this is a not uninteresting one. It takes to the Canadian countryside in the company of his young friend Jacob Two-Two.

Gerald High

Fame and other follies

Dream House. By Jan Mark. Viking/Kestrel £6.95. 0 670 80189 5.

Once again Jan Mark mines a comic seam with flair and precision and provides plenty of challenge. *Dream House* is an exuberant exploration of the relationships between three girls who are brought together by circumstances rather than by choice, with particular focus on the private fantasies which motivate their attractions and antagonisms.

West Stearns Manor stands deep in the Kentish countryside on the same foundations as a house mentioned in the Domesday Book. Thatched, beamed, mullioned and generally picturesque, it is now used as a residential course centre. Because her mother is employed in its office, Hannah has

access to it, and the manor becomes a symbol of the secret world of her imagination, the "house of a thousand hidden treasures, and so on."

Dina dreams of fame. She is a celebrity scalp-hunter, who cultivates Hannah's friendship in the hope of insinuating herself into the manor because his classes are sometimes tutored by luminaries from the world of art, literature and – best of all – TV soap opera. Both she and Hannah get more than they bargain for when Julia, the dreadfully demanding spoiled daughter of a famous television actor, insists on accompanying him when he gives a course at the manor. Hannah feels superior to the wimpish Dina; Dina rather forlornly sucks up to Julia; and Julia arrogantly expects to manipulate everyone.

Jan Mark's sense of timing and gift for comic situation crackle with almost theatrical effectiveness in bizarre confrontations between the characters. Pomposity and stolidity are sharply registered, and dissected and destroyed. Somewhere on the sidelines of the main action lurk Hannah's teenage slater Karen, permanently plugged in to her Walkman, and her younger brother Tom (whose particular secret fantasy is to bulldoze the heart of Kent and to "link the M2 with the A20").

Out of these absurdities there eventually arises a real friendship between Hannah and Dina, triggered off by the catalytic awfulness of Julia. Even procacious monsters, apparently, have their place to Jan Mark's scheme of things!

Mary Cadogan

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EXTRA

Poetry written 'for children' can disappoint Something to chew on

CHARLES CAUSLEY

Something I Remember. Selected poems by Eleanor Farjeon. Edited by Anne Harvey. Illustrated by Alan Marks. Blackie £8.95. 0 216 92272 0.
Witch Words. Edited by Robert Fisher. Illustrated by Shirley Fells. Faber £5.95. 0 571 14359 0.
Rattling in the Wind. Selected by Jill Heylen and Celia Jellett. Illustrated by Maire Smith. Cambridge University Press £9.95. 0 521 35160 X.
Island of the Children. Compiled by Angela Huth. Illustrated by Jane Ray. Orchard Books £8.95. 1 85213 0628.
Words on Water. Illustrated by William Geldart. Viking Kestrel £6.95. 0 670 81745 7.

How may a poet best set about writing poems "for children"? Perhaps by concentrating first on trying to write a poem, and deciding afterwards on the likelihood of its being a good "children's" poem is surely that it should work equally well for the child as the adult.

It is this sense of poems written specifically "for" children that most disappoints in *Something I Remember*. Anne Harvey's selection from Eleanor Farjeon's massive output. These musical, largely cosy and reassuring verses are as instantly satisfying as Melba cake or ice-cream, but provide little for the imaginative and speculative juices to work on. When a poem of real substance breaks through, the result is a triumph of gristle over sweetener, as with "Never" (Never/ wailed the wind. / Never/ croaked the crow. Never to be married. / Oh, oh, oh!) or the haunting "Three Miles to Penn" ("Today I walked three miles to Penn / With an uneasy mind. / The sun shone like a frozen eye. / A light that had gone blind.")

A thematic selection of poems of magic and mystery reads a well-worn

terrain, but in *Witch Words* Robert Fisher uncovers many verses less well-known than they might be: notably by Norah Hussey, Olive Dove and Edward Lowbury, as well as Ian Serrailier's marvellous spell to be said to a balloon being blown up. Interestingly, there are a number of "new" names among the writers here, though not all their work survives bomb-blast from some wonderful pieces by Ilen Jonsuu, Thomas Middleton and Spenser, written in a world where a belief in witchcraft was anything but a joke.

A note of primitive magic and spell also sounds in the pages of *Rattling in the Wind*, a second anthology of Australian poetry edited by Jill Heylen and Celia Jellett. This is a splendidly satisfying follow-up to their excellent *Someone is Flying Balloons*. The poems evoke most tellingly a sense of place: the varied ambience of a vast, mysterious and ancient country. A whole range of Australia's finest poets is represented here, including Rudolph Slow, Wallace Crabbe, Judith Wright, Henry Lawson and Kath Walker. There seems to me no finer corrective to the ghastly Australian stereotypes represented by (say) the Crocodile Dundee of this world than such a work as Les A Murray's "Rainwater Tank". Roland Robinson's superb re-telling of "Captain Cook" as related by Percy Mumbulla, Billy Marshall-Stonking's "Inside", and the untitled poem by Bill Reidie: "This earth... / I never damage, / I look after. / Fire is nothing, / just clean up. / When you burn, / New grass coming up." Maire Smith's colour illustrations are as clear and sharp as the painterly light of Australia itself. As a contributor, I decline an interest in *Island of the Children*. Angela

Huth, gravelled for new poems to entertain a young child, wrote to 10 poets and a few fringe-operators who do not earn their living by poetry. "Who does?" I ask myself. Were I minded; the result of her initiative is an anthology of totally new and brilliant unpublished work, including poems by Alan Ross, George Mackay Brown, Joan Aiken, Ted Hughes, James Berry, Kingsley Amis and especially Seamus Heaney's "Catherine's Poem" is worth the price of the book alone, and I particularly enjoyed "Zena Weir" "I too to Get in here". "Stand quietly under a dictionary or / Stick out your tongue and say, 'Ah!' or / Put an empty picture frame on the wall and wait."

The general theme of the poem's *Words on Water* was provided by its organizers of the Young Oboes National Children's Poetry Competition in 1986, sponsored by the Water Authorities Association. Seven three thousand poems were submitted, and this neat and pocket-sized anthology prints the 86 winning entries. A poem on water? It's all here done before, writes Julian Igin. It. Mythe, but the variety of response here still has to be seen to be better. Most of the poems, inevitably, as a free verse, but Jonathan Wain (11) has a memorable and beautiful, almost lyrical lyric with "Water", and Davies (16) a nicely unpretentious laconic way with his "Rain Slipped Play".

As usual, many bull's-eyes are scored by the youngest competition, as with Amit Kochhar (9) and "Nobody's tears are just like mine", or (to change key) a two-liner by Anna Chai (5): "Sug sug buggy dug / Goes the water in the plug." Generally, this is the sort of salutary material, high-proof, that very properly daunts the adult poet who is earning a living by writing the stuff or not.

Beyond understanding

The Tale of Sir Gawain. By Neil Philip. Illustrated by Charles Keppel. Lutterworth Press £5.95. 0 1782 2670 1.
The Blemynab Stories. By William Mayne. Illustrated by Juan Wijngaard. Walker Books £14.95. 0 7445 0 607 7.

Sir Gawain of Orkney lies dying in France. He has been mortally wounded by Lancelot. In his last agonies he tells his page, Niall son of Eian, of the rise and fall of King Arthur's court and of his own part in the adventures of the Round Table. Neil Philip, best known as the general editor of the Penguin folklore library, uses this device in order to present the familiar stories of Arthurian romance in a way that gives them an immediate humanity without destroying anything of their remote mystery.

His knights and ladies are real people, whose courage is tested as much by their own greedy jealousy as by the magical powers of their assailants. This careful, delicate balance is particularly apparent in the recounting of Gawain's own adventure: his marriage to the bewitched and beautiful princess, who rode into Camelot in the shape of a fearful hag; and his encounter with the fearsome Green Knight. Indeed, I had not thought it was possible for anyone to give a fresh twist to that story. It is a measure of his achievement that Neil Philip can do so, never shying away from the guilt of Gawain's predicament or the curiously benign menace of the beheaded knight.

Throughout the book, on explanations or interpretations are offered. Gawain is content to say of the quest of the Holy Grail and the knights' encounters with the madman king: "I never understood half of it. I don't believe Perceval did either." This realization that no literal understanding of these tales is possible enables the reader to respond fully to their other world. Such a response is enhanced by

the unearthly power of Charles Keppel's black and white illustrations, whose strength conveys a desperate tenderness.

A totally different aspect of medieval fantasy is expressed in the lavishly grotesque colour plates and witty margin sketches devised by Juan Wijngaard to accompany William Mayne's *Blemynab*, which records the visit of the quire stalls of Priory Kirk. The whole of this book is as surreal as the artefacts it celebrates for the Blemynabs are weird headless beings whose faces are incorporated in their torsos. They work invisibly, talking cryptically among themselves as they make their beautiful and curious carvings in which a mermaid appears alongside Noah's ark, a unicorn is as acceptable as a wild boar or a hare, and the Archangel Michael has to rescue his cherubs from a geyser.

One creature, Ruffin, leaps out of a knot in the wood with no help from carving hands. He is a pointed little demon, causing havoc to Blemynabs and monks alike, until, from the last misericord to be made, the Christ child smiles and touches him. Before that content with nipping the noses of the stone effigies, he plays tricks on Tybert, the Prior's cat, causing him to be sheared with the sheep; and using hair for a bagpipe at the midsummer fair of Barnaby Bright.

This medieval year passes by in twelve fits, ruled by the seasonal feast of the month, a vital amalgam of the Christian and pagan calendars bound together by William Mayne's own interpretations of the folklore of the farming year. As the year turns, the carved creatures take on their own lives, drawing the monks, and the invisible family of Blemynabs together in a series of adventures, choreographed by the cryptic immediacy of an Anglo-Saxon scribe.

Shirley Toulson

House of mysteries

Moondial. By Helen Cresswell. Fisher £5.95. 0 571 14805 0.

What time does a sundial tell by night? Moondial, of course. This simple device is the pivot for Helen Cresswell's new ghost story, *Like The Secret World of Golly Flint*, this book will be televised and Cresswell has moved to more easily realizable kind of writing. Special effects will be needed—spooky ones too—but she has left behind the wildly impractical world of *The Pienmakers and Bungleweed*.

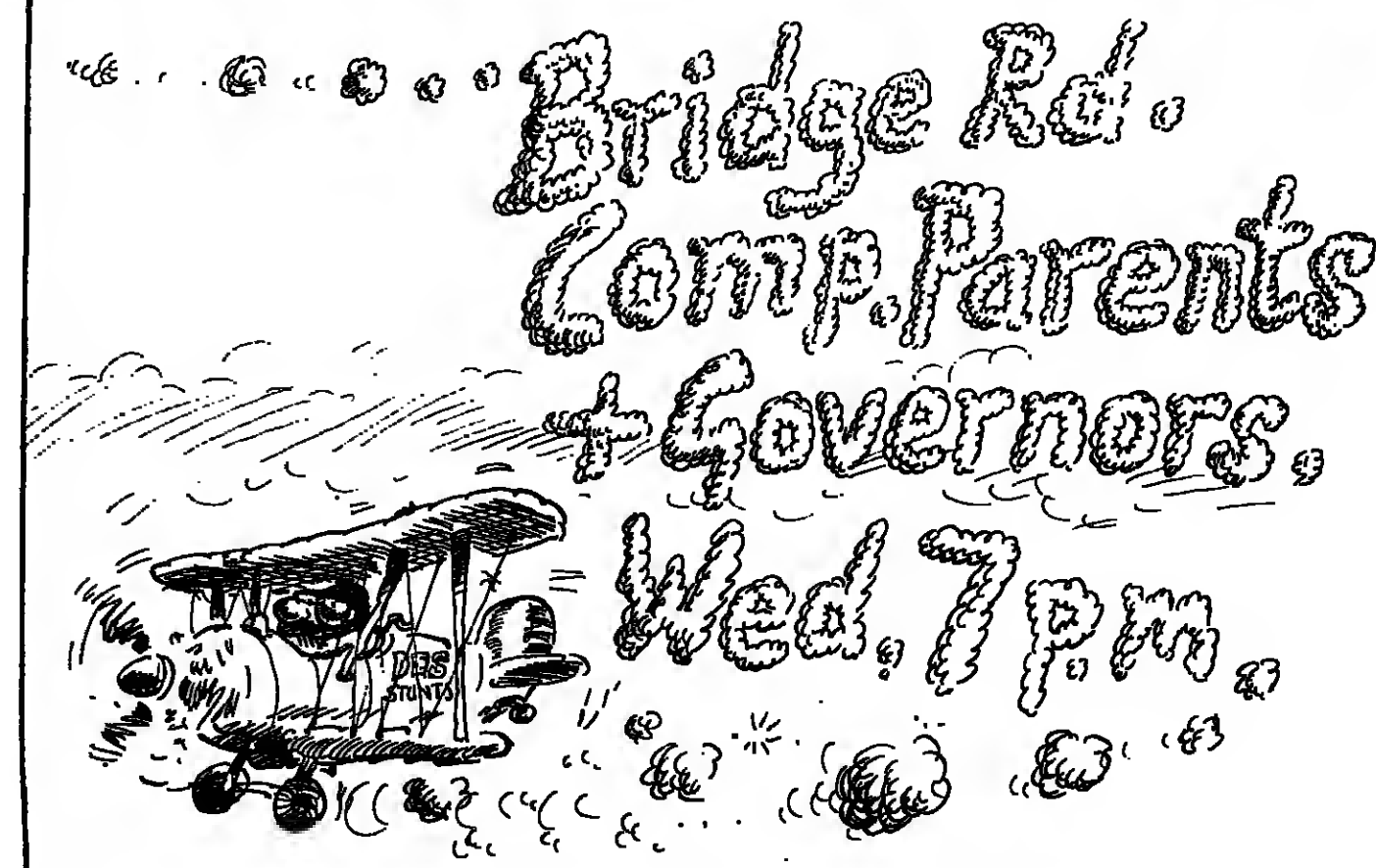
Minty Cane's father is dead and a lot of the story she is afraid that her mother is going to die too and leave her an orphan. "A word she had said to me off as if I were a ghost," blacked. Staying with her grandmother just outside the stately home of Belton House, Minty uses her psychic powers to meet some of its earlier inhabitants; children trapped by different kinds of cruelty. The servant boy Tom is Victorian, but the girl Sarah comes from a century before. The risks Minty takes to see them also help to bring her mother back from her post-car crash coma, which is another kind of moonlight. The necessary villain is the wicked Miss Raven—she is a harmless middle-aged ghostbuster or a sinister time traveller out to get Minty and the others? Give you one guess.

It's an effective novel with memorable moments, but too many loose ends. If consumptive Tom is a ghost, he must have died as a child, which he must have. If a time traveller the Minty, he might have grown into the ghost footman hinted at in the house's history. A child is missing from a family portrait. Is it poor, disfigured Sarah? But that could not be remembered by even an elderly man's grandchild. It is time to be left with questions at the end of a read, but I wish I'd been sure that this excellent and experienced writer really had the answers.

Mary Hoffman

THE TIMES EDUCATIONAL SUPPLEMENT 27.11.87

Governors & Governing



NON-EVENT OF THE YEAR?

Ted Wragg gives advice on how to organize a successful and well attended annual meeting

The requirement that there should be an annual report to parents and a meeting at which they and the school governing body can discuss progress and even pass resolutions, has generally produced a poor response first time round. Local and national newspapers have gleefully recounted tales of schools where a handful of parents assembled in an almost empty hall for the non-event of the year.

Two governors from two different secondary schools in the same city were overheard comparing experiences. "We were a bit disappointed at our school," the first one observed, "when only twenty parents turned up. But we decided that most had stayed away because they must be satisfied with what the school is doing." The second governor mused for a moment, and then said, "What a relief. Our parents must be twice as satisfied because only ten showed up."

A few years ago I interviewed over 100 parents as part of a research project looking at parents' attitudes to their children's schooling. Contrary to popular folklore, which holds that many parents are not interested in education, we found great interest but considerable ignorance about how education worked. We also discovered why parents did or did not go to events at the school in both rural and urban areas. Governors hoping to increase next year's audience may well find that what our sample of parents reported still applies today.

The first problem was delivery of the message. Most schools gave pupils envelopes containing information about parents' meetings. Some letters never arrived, others were still on the mantelpiece unopened when we called to interview the family. Some parents told us that the suggested time was not convenient. This was a particular problem for one parent families, those with babies or elderly relatives to look after, shift workers, especially those who worked afternoons or nights, and parents in rural areas who had no regular bus service.

The second and very clear message is that, with at least four channels of television to choose from, an evening event needs to be either important, on a topic such as transfer to secondary schools, subject choices or examination entries, or attractive, preferably involving the children, as in the case of a concert, prize-giving, fête or sports event. What parents did not welcome was sitting on chairs for 1½ hours listening to a harangue from the head or some other figure.

Two neighbouring primary schools illustrated this point very well. One arranged a talk by the head on "New mathematics". Few parents appeared. A nearby school with a similar catchment area held one evening on "Junior School Science" at which the parents were invited to do the actual experiments their children had performed in class that day, and another which involved children giving a demonstration of drama and oral English work. Both evenings were packed.

The message seems to be clear. If governors' annual meetings are seen as a purely bureaucratic event, an occasion when the most articulate make speeches in response to a few sheets of A4 typescript comprising the annual report, then only masochists and those with a gripe to air will bother to turn up. On the other hand if the annual meeting is part of a fuller evening, with a social event perhaps, or with children displaying their work or participating in some way, then far more parents will be interested.

In addition, thought needs to be given to the actual form of the report. Much of it may be factual, but governors who value parents' opinions might consider adding such elements as questions ("We are thinking of changing the policy on school uniforms because many parents have complained about the high cost. Would parents like no change, a cheaper and simpler form of uniform, or no uniform at all?") or opportunities to sample the school curriculum ("The school is introducing a new health education programme next year so parents will have a chance to see the two videos on drug and solvent abuse which will be used with fourth year pupils").

The event should also give governors a chance to talk to parents informally as well as formally during the meeting. Some parents feel more at ease talking about the school to a lay person like themselves than to a senior professional. One governing body a few years ago decided to visit the homes of new parents to see if they had any problems. It turned out many poorer parents wanted the opportunity to buy good quality second hand sports clothing and uniforms but had not ventured to tell the teaching staff. The school was able to arrange a successful jumble sale as a result.

Ob, and one final point. Avoid scheduling your meeting against *East Enders*. If ITV can't beat them you have no chance, even if the chairman can do a decent Max Bygraves impersonation.

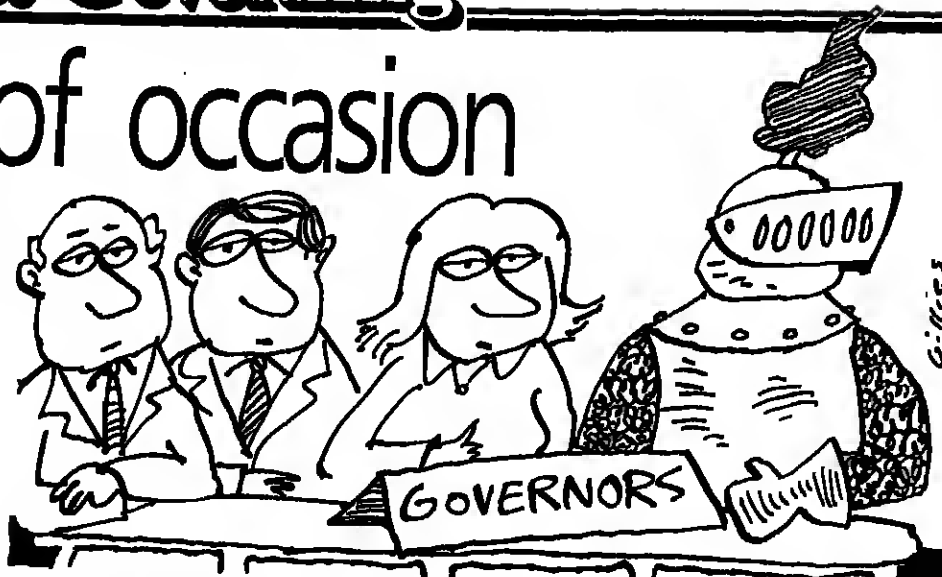
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A sense of occasion

ANNUAL MEETING

Julian Pykett provides a step-by-step guide to the preparation of the annual report and parents' meeting.



The 1986 Education Act included for the first time a provision making it the duty of every school governing body to organize an annual meeting for parents. The principle behind this novel idea is simple, but important. Each school's governors are responsible for the custodianship of the school on behalf of the local education authority (and also the voluntary body in the case of voluntary schools). As such they are accountable to the parents of the children attending the school. Governors must also produce an annual report for all the school's parents, and the annual meeting should be an occasion when parents may question and discuss with governors the contents of the report and other aspects of the school's work and role in the local community.

The first of these annual meetings were held in schools throughout the country between January and July. Regrettably, attendance was poor. While there were some exceptions, experience generally shows that the meetings did not attract the attention they expected or deserved.

The second round of annual meetings must be held in all our schools during the current school year. How can all governors, new and experienced, work together to promote annual meetings that are interesting, worthwhile occasions attracting the majority of parents?

Four points to think about

First of all, think carefully about the proposed date of the meeting. There can be constraining factors, such as the availability of the clerk to the governing body. None the less do your best to choose a good date.

Second, it is very important for each governing body to formulate a clear policy on the preparation of the annual report. Who is going to write it? Is it the job of the chair of governors, with assistance from the head-teacher? Or are individual governors with specific interests to prepare a section of the report and then either the whole governing body or a sub-committee edit and collate the various sections? There is no standard answer to these questions. It is for each governing body to decide for itself. The one great thing to remember is that unless initiative is shown, the report will not just evolve by spontaneous combustion. The more attractively written the report, the more parents are likely to want to come and discuss it at the annual meeting.

Third, once the report is prepared, try to ensure that it is sent to the parents with an invitation to the annual meeting addressed in such a way as to appear interesting. Don't let the invitation appear too legalistic or bureaucratic. There must be a formal agenda, and a note to the effect that in order to pass a formal resolution the number of parents present must be at least 20 per cent of the number of pupils, but don't allow these points to dominate the front page of the papers sent to parents. A personal invitation from the chair of governors in straightforward language is better. Think very positively about combining the meeting with some other event at the school. It is important that the separate integrity of the annual meeting is not lost, but with careful organization there is no reason why it should be.

Fourth, when planning the invitation and the arrangements for the meeting, try to remember that many parents have little or no knowledge of the identity, purpose and role of the governors. The government is not only increasing rapidly the responsibilities of governors, but is placing more emphasis on the involvement of parents on governing bodies. All governing bodies are shortly to have more elected parents. Use the annual meeting to promote this point, and to explain to parents the reasons for the existence of the governing body, rather than repeating information already in front of them in the report.

Prepare for the meeting

It is important all governors prepare carefully for the meeting. Many governors have been unnecessarily nervous about meetings, and some express the hope that not many parents will turn up. This is hardly in the best interests of children whose parents are eligible to attend. The preparedness of the governors should reveal to the parents a high level of interest in "their" school. It is now incumbent on every local education authority to provide training or guidance for all school governors.

This is not always easy for authorities, given the very large numbers of governors, and their relatively rapid turnover. In Cornwall, along with many other counties, we have the added difficulty of rural areas where geographical distance does not make arrangements easy. None the less the interested school governor will be prepared to travel to training sessions. The extent to which they have improved their knowledge of the authority's policies and education in general may be highly relevant at the annual meeting.

Many governing bodies are committed to specific policies in order best to fulfil their custodianship of the school. Some governors may concern themselves mostly with finance, some with the buildings, others with the curriculum. All should be involved from time to time with staff appointments, both teaching and non-teaching. Given these varying skills, work out prior to the annual meeting who is best fitted to answer the questions most likely to arise. A particular burden falls on the chair but if he or she knows fellow governors well and they have combined into an integrated group, there should be no problem. It is important that all governors are given a chance to contribute to the meeting. Ensure at the start that everyone knows exactly who all the governors are. This is particularly important in a large school - in a small village school, often everybody at the meeting knows everyone else.

The annual report
The annual report, and therefore the meeting, should refer especially to certain matters. Parents are likely to be particularly interested in the curriculum, both the teaching and the hidden curriculum. All governors should ensure a good working knowledge of the school's curriculum and how it fits both into national and authority guidelines. It is important governors remind themselves of this prior to the meeting. It will not look satisfactory to the parents if every question on the curriculum is diverted to the head or teachers who may happen to be present. Be especially prepared for questions on areas of the curriculum which might be perceived as contentious. Health and sex education and religious education come to mind particularly, but so do primary school issues such as reading and mathematics schemes and primary science.

In secondary schools the massive changes in teaching method created by the introduction of GCSE are likely to be questioned, as are the introduction and extension to all schools of TVET and CPVE to the curriculum. In secondary schools examination results may be an area of questioning. Governors should ensure they have full knowledge of how the school's examination results are presented and the basis of examination results can lead to very wrong conclusions being drawn about the performance of neighbouring schools. Governors should be well-briefed in this vital area.

Parents may be interested in the pastoral organization of the school. Again, the governors should ensure that they know exactly how this is approached. Does the school operate on a form tutor basis or is it organized in mixed-ability or streamed groups? In a small rural school how is the problem of a wide-

age-range in the care of a single teacher faced?

The experienced governor, committed to his or her role will know the answer; the new governor should be equally certain.

The school's finances
Governors need to be well-versed in the resourcing of the school. The financial statements with which authorities must shortly provide each governing body are vital. It is not the duty of governors merely to obtain everything they can from their I.E.A. in blind oblivion of other schools in the authority. It is, however, their duty to ensure that the school is equitably treated. The greater part of the costs of any school is staff salaries. Governors should know the authority's policy on pupil-teacher ratios and class size as well as on capitation per pupil. If the school is involved in some particular development, such as Local Financial Management, the governors will already know much of the effect this is having on its operation. They should be well-placed to discuss all of these matters with parents who ask questions.

When I attended the annual meeting at the school my son attends, I asked whether the governors were satisfied with the level of teaching staff provided by the authority, which was a bit cheeky as all the governors knew I was the officer responsible for controlling staffing establishments in schools, but at least it produced a lively discussion about the whole problem of I.E.A. financing and resource levels, which I hope was informative and helpful to other parents present.

A point of potential difficulty at the annual meetings and one for which governors should be prepared concerns the perceived quality of the school. It is naïve for any governor to imagine that these important meetings will not occasionally generate some embarrassments. The chair in particular should be ready to deal sensitively with questions about teaching performance. Clearly unless these are very general, the questioner should be gently advised that individual areas of concern be raised privately. These meetings must not be catalysts for confrontation, nor yet so bland as to be boring and unattractive to parents who may not then attend again.

Can 'resolutions' be critical?
If there is the necessary quorum, it is important to ensure any resolutions passed for onward transmission to the Authority are sensibly framed. This is not to say they should be uncritical. Demands for increased resources, improved facilities and additional building work, are all quite appropriate, though governors should not appear to promise improvements they know neither themselves nor the authority can deliver.

Governors of voluntary schools (usually, but not exclusively, church schools) should ensure they are well-briefed on the dual financing system which applies to such schools, especially where buildings and maintenance are co-ordinated. Parents of children in voluntary schools are unlikely to be experts in these distinctions, but it is important for governors to be able to articulate to the parents the particular facets of the operation of a voluntary school, as well as having a feel for its special ethos.

It is to be hoped that all governors throughout the country will adopt a positive approach to annual meetings. Let it be their aim to seek a high attendance, and to make the meetings as interesting and informative as possible. Then I will draw on all parents, and the vital partnership between schools and parents will be enhanced. The governors' annual meetings should be one way in which our school system may continue to grow and develop.

Julian Pykett is an assistant education officer in Cornwall.

QUESTION & ANSWER

As a teacher governor, I am told that I may not take part in appointments meetings. Is this right?
The intentions of the Acts are quite clear. All governors are equal, once appointed or elected to the governing body, and all have the same rights and duties. The only exception to this rule is that an employee of the I.E.A. may not be the chairperson of the governing body.

Teachers are subject to the same rules about conflict of interest that apply to other governors. In particular, they may not take part in appointment procedures if their own promotion prospects could be directly affected by the appointment. Otherwise, the DES have always held that no governor could be excluded from any activity of the governing body simply because they were teachers or parents.

Despite all this a recent legal case ruled that a school's Articles of Government which excluded the teacher governor from appointments meetings for staff senior to his or her own post, were not illegal. In future, however, the 1986 Act's regulations will make it quite clear that such discrimination is not permitted. All governing bodies will then have the right to decide who should take part in the selection and interviewing of staff.



Q: For our last governors' meeting we received a very interesting paper from the teacher in charge of provision for children with special needs, but the teacher himself was not present. The head explained that she did not think it was fair to expect staff to attend evening meetings when they had a long journey home. So she presented the report herself.

I happened to meet the teacher concerned the next day, and he told me that he thought it was very unfair of the governors to discuss his report without inviting him to attend. He would have liked to explain to the governors why special needs should have more resources. He was very angry, and I wonder what to do about this.

A: This is a good example of the way in which poor communications can upset relationships. Heads will often say that it is rather an ordeal for young teachers to stand up in front of the governors to talk about their work. So she may just have been being over-protective. Another reason might be that she did not want to ask staff to give up extra free time (which might have to be counted against the "directed" time under the new pay deal).

It could be that she did not want a conflict of views on the allocation of resources to be revealed to the governors. There is a distinction between policy decisions that ought to be the concern of governors, and internal disputes relating to the head's management of the school, which are not. This is quite difficult to draw. In this case, the tactful solution is to have a word with the Chair of governors, explaining what happened. The Chair can then suggest to the head that when reports are to be made to the governors, a formal invitation from the Chair can be given to the teacher concerned, while making it clear that there is no obligation to attend. The Chair could also write to the aggrieved teacher, thanking him on behalf of the governors for his excellent report, and asking to come and see the work he is doing in the school.

Felicity Taylor

OPTING OUT

Elizabeth Monck casts a critical eye over the process of becoming a grant maintained school

Now that the Education Bill has been published, it is too late for you to comment on the consultation paper on Grant Maintained Schools, published in July. Your responses had to be with the DES by 30 September. If you detect a note of exasperation in what follows it stems at least partly from this evidence of the Government's contempt for the views of parents and experienced governors of state schools.

Grant Maintained schools are those that will have chosen to "opt out" of local education authority control. The stated aims of this policy are to "increase the autonomy of schools and their responsiveness to parental wishes", reflecting the Government's desire to respond to "the numerous indications it has received that groups of parents want the responsibility of running their schools as individual institutions", and to "add a new and powerful dimension to the ability of parents to exercise choice within the publicly provided sector of education". The consultation paper stated (pretty hopefully, I feel) that "The greater diversity of provision... should enhance the prospect of improving education standards in all schools".

All these statements can be (and have been) challenged, based as they are on inaccurate perceptions about the effectiveness of existing governors in state schools and a striking lack of clarity in the paper itself about key issues. Just to take one example, there is nowhere even an attempt to define the concept of autonomy in the context of education. However, the Bill itself makes no concessions to criticisms of the opting-out proposals made during the consultations.

So what part will the governors play in the opting out process, the subsequent running of the school, and any later decisions to withdraw from GM status? It is plain that governors of these schools take on far greater responsibilities, and more work than they traditionally have in state schools. Don't say you haven't been warned.

How to go about it?

At the moment only governors of secondary schools or primary schools with more than 300 pupils can apply. Later, GM status may be extended to smaller primaries. The essential constituents are as follows.

First, the governors have a meeting (and if they do not take the initiative, parents can force their hand: if at least a fifth of the parents want a proposal considered, the governors have to do so). At the governors' meeting "a simple majority" can decide to apply for GM status. Neither the paper nor the Bill makes plain whether this is a majority of governors, or of those present. Obviously this could be very important. The governors send their resolution to apply to the I.E.A., or to the trustees, if it is a voluntary school.

Next, the proposal is put to parents. This must be done by a secret ballot of parents, which it will be the responsibility of the governors to arrange, though they will be able to seek reimbursement of all or part of the costs from the Secretary of State. But who are the parents? This is not a silly question when many families are divided and re-constituted, and when the result is decided by "a simple majority of those voting". One parent, whether biological, foster, adoptive or step-cousin, decides the fate of the proposal at this stage. The Bill leaves it to the governors to decide who is a parent.

Third, governors have to publish their proposal, so that local electors, any trustees, the I.E.A. and governors of other schools can comment (note the absence of a need to consult staff). Who prepares or pays for this document? Later the Government will set up an Education Assets Board both to advise and maybe to do some of the administration.

Opting for optimism



Fourth, the governors' proposal, with comments from other people, goes to the Secretary of State for Education who decides "yes" or "no".

If the school is in the middle of local plans for amalgamation, closure or change of character (like setting up a specialized unit within a mainstream school for pupils with special educational needs) then all such plans are frozen until the Secretary of State replies.

The Bill sets out a formidable list of items which governors must include in their proposals, and if the legislation is passed, there will be more detailed regulations to follow.

Responsibilities and opportunities

If your application is successful, the composition, maybe the size, and the range of powers and responsibilities of the governing body change considerably. For example, you will be responsible for admissions (which only voluntary schools are at present): you will continue your responsibilities for the conduct of the school (including expulsions and suspensions), and for the curriculum. If the idea of controlling the curriculum excites you, don't forget the imminent arrival of the national curriculum, which will reduce the choices available to schools to a bare minimum, and tightly control the centrally decided part.

The instrument and articles of government issued by the Secretary of State will include details of the school's admissions policy, and the procedures for dealing with parents' complaints or appeals.

Despite your responsibility for admissions, on the surface you will not be able to make major changes. The admissions policy has to maintain the original character of the school. If your school was a comprehensive, it will remain so. It is not clear exactly how you will be required to ensure this. I am sure you will not be influenced in your admissions by the fact that, although you may not charge fees, you can accept voluntary donations.

You are expected to run the school "efficiently and, with the headteacher, to secure a high standard of provision". The consultation paper states that since "parents and the community will have a strong voice on the governing bodies... the government believes that they would use it to ensure an effective oversight of performance". Yes, indeed, but where has the Government been all this time: parents and members of the communities in inner London have been overseeing effectiveness for years, and seen schools improve as a result. But we could always use the I.E.A.'s inspectors

lose out). The I.E.A. will continue to be responsible for providing transport facilities, clothing grants and maintenance allowances: these schools - though free of any obligation to, or the control of the locally elected councillors - are still inside the state system in some very broad sense.

The ownership of the school buildings will be transferred to the governors (for aided and special agreement schools this would mean retaining the ownership). It is recognized that difficulties may arise as a result of this transfer of ownership, when there has been joint use of land, buildings or equipment. Any reduction in access to your school for youth work or adult education will affect your local population, and your reputation.

The governors will now also be responsible for school meals. You can call in private caterers or ask to re-join the I.E.A.'s service. You must make sure that pupils who would have been eligible for free meals in the I.E.A. schools, continue to get them.

Meanwhile, make sure some governors can read a balance sheet. The accounts have to be audited professionally and submitted by the school to governors and the DES.

Opting out of opting out

This is not designed to be easy. You would be required to publish proposals, to which objections could be made, for approval by the Secretary of State. On the other hand, s/he may decide to terminate the status, on such grounds as falling rolls, the failure to deliver the national curriculum, or that the governors were incapable of effective financial management. You will be given notice of the intention to end your GM status, and a chance to mend your ways. If "general policy considerations" led the Secretary of State to close the school (as opposed to the inadequacies described above) then s/he expects to give five years notice.

Advantages and disadvantages

So what, we might reasonably ask, are going to be the advantages for governors and schools? The answer, I believe, is few and wide of the mark if the aim is to raise standards. Control over 70 per cent of the curriculum is about to be taken out of the hands of I.E.A.s and schools alike; control over admissions may have some effects on standards, but only if governors "cheat" on the instruction to keep the character of their school the same; control over the budget and staffing will affect standards only in so far as the governors make decisions which are educationally better than they would have done while under I.E.A. control, with I.E.A. advice at their disposal. Saving time and the odd £30 on repairs won't affect under-achievement in the maths department.

When I was asked to review for a parents' magazine the now famous ILEA document, *Improving Secondary Schools* (usually called the Hargreaves Report), I had some grumbles about it, but the contrast between reading that constructive and realistic report and reading the paper by the DES is very striking. The hardest part is believing that they share the aim of raising standards. One was the product of months of work by professional educationists looking at the specific needs of inner London's schools. It looked squarely at the faults of the system, and suggested changes (not the same as solutions) which could improve pupils' achievements. Even Mr Baker has been influenced by its conclusions.

I do not believe that opting out solves any of the major difficulties facing schools at the moment. Grant-maintained status is a red herring, and governors would be well advised not to be caught by it.

By all means spend more time in your schools, get more involved in monitoring what is happening and in the important decisions about the staffing structure, be properly trained to select better staff more fairly, keep your ear close to the ground in your community so you know if the school is responsive to need, keep in close touch with other governing bodies, organize training for governors in your area; any of these will have a greater effect on the quality and responsiveness of the education offered in your school than trying to go it alone with Grant Maintained status.

Elizabeth Monck has been a governor of various ILEA schools. She is now an elected member of the ILEA.

Illusion of power

POLITICAL

Val Arnold-Forster explains to new parent governors why most political appointees have never done much real governing

Dear parent governor

Political governors are the crumion or garden ones - often referred to politely as *lay governors*, or *local authority governors*. And sometimes, when teachers or parents are cross, as those ignorant, interfering, nothing-to-do-with-out-school lot.

We're governors already, but do we, and can we, actually "govern" something as important as the nation's schools? We are a mixed bunch. Some arrive bursting with change, and then disappear, frustrated by a structure determined by law, educational practice and committee procedures. CV governors, who think that being a school governor is a career plus, don't last long either. And there are the old sweat, interminably intrigued by the puzzles within the educational system, addicted to committees and consultation documents and treated with care by officers - teachers often distrust them.

We're political appointees, of course - maybe as reward for devoted party service, more likely because we know Councillor Blogs, or the local party is desperate for governors. We may have been nominated by political parties, but we differ enormously in our political commitment. Some feel that their appointment is entirely to do with implementing party policy (not very useful when the debate is about the sifting of a new computer); others are shocked by any reference to political policy - especially if they see it

as conflicting with the immediate needs of the school. Most governors come with a vague sense of public duty, a feeling of support for some particular school and willingness to spend time (in strictly limited amounts). They're the ones who often stay - and are surprised to find that governors are not always as popular as they would wish.

Our backgrounds differ, too. Some may be parents, ex-parents, educational experts of various sorts; others may know nothing whatsoever about education, but for their own school days.

Usually it's been accepted that this variety benefits the school - the governor who can't tell his GCSEs from his CPVEs may be just the person to know about computer-siling. And a professional physicist doesn't need a dose of knowledge of the particular school to deal with a slack science department. But the very diversity of our backgrounds and commitment has meant that "governing", in the sense of ruling and making final decisions, is not what most governing bodies have done; managing, the term once used in primary schools, is closer to the mark - and then only sometimes.

We have the power of appointment; but are normally heavily influenced by the head and advisers. Only in rare and extreme cases can we fire, as well as hire. So far, the major problems of organization, of finance, of deployment of resources have been solved (or not) by the I.E.A. Active, well-connected governors may nag, plead and pressurize, but the big decisions are made elsewhere.

What about that curriculum responsibility? Ever since I've been a governor of local schools, I've tried to understand what "oversight of the conduct and curriculum" (the phrase used in the ILEA articles) means. Of course, it is important that such disciplinary procedures as suspensions are properly conducted and reasonable, and governing bodies are usually very careful in such matters. But it is difficult to have a general oversight of everything that happens in a school. It is hard enough to know the content of lessons, what teaching methods, books and equipment are used, what syllabus is used, and what exams are taken. The curriculum is constantly de-

veloping; it is, we are told, in part hidden and includes implementation of a full range of policies as well as the old classroom matters. It may be virtually impossible, even for the head, to know everything. Without that knowledge, does an understanding of "aims and objectives" mean much?

Parent and staff governors have their particular concerns and a more immediate knowledge of the school. Most political governors have a healthy respect for these colleagues, and are keen to hear their views. But political governors must also have met parents who represent only a tiny, if vocal minority; parents and staff who fear to argue with the head; teachers who see themselves as delegates, incapable of making a decision without taking a staffroom vote.

Parents and staff governors are accountable to a particular group; political governors have more complicated lines of responsibility. Some would say, grandly, we are accountable to the whole community; others would say to the pupils, and especially the potential future pupils; or to the political party that nominated us. Technically, of course, it is in the appointing body, the I.E.A.

I suspect it to be an amalgam of various responsibilities - and that, of course, makes it too easy to duck out of accountability entirely. Training courses for governors are becoming fashionable, especially with those who do the training. But even the most skilful mixed-ability teacher would blench at a bunch of political governors. The diversity of commitment and background makes training, as more than a voluntary talk-in, hard to devise.

So far, no one has worked out a substitute for knowledge of the school and system, good judgement and sharp ears and eyes.

These days, the chairman of a large school, especially at a time of change or particular pressure, may find it turning into a taxing part-time job; even the chairmanship of a small, unproblematic school is hard to fit into a busy, working life. Even for ordinary governors this is an increasingly complicated and time-consuming commitment - or a meaningless one if not done conscientiously. There are still plenty of governors who attend a minimum of meetings (and leave early too). Daytime meetings may be impossible; evenings may be taken up with other concerns. Nobody sits on the retired or well-to-do wives to sit on governing bodies - and that has been the situation in places.

An old education officer told me, years ago,

that the role of a governor (in the days when we all political governors) was like the role of the monarch's rights... then he was a wily old bird, and thought governors should be kept in their place.

By and large, that's what's happened: courteous officials and heads have given chances to exercise their powers as parents or consultative bodies. But the power to "govern" is seldom grasped; it is exercised either by the constraints of schooling (staffing, finances, intake, exam stuff, i.e.a. and colleagues. The *And Now School* is still a classic text on school governance and what can go wrong.

So what is going to happen now? Is Mr. Barker ready and able to take much further responsibility? Certainly, cutting down the number should weed out those who take little part. Extra work is certainly intended - with few people to share in it. The new responsibilities will require homework for even the so-called experienced governors: finance, for instance, is a new topic for most, and if the teachers are still trying to get to grips with outside change, what hope for governors?

Even the first fruits of the new legislation, those mandatory governors' reports for parents, can take a surprising amount of time to produce. In schools where no governor is used to writing reports, and where schools have no good reprographic facilities, these days of hard work involved. Staff wages, governors, too, cannot always understand - and it certainly shouldn't be left to them alone.

The old days of the front seat at school concerts, a few laudatory words at staff parties and polite cups of tea in the head's office are fast disappearing. Teachers, as parents, expect more of governors, if they are to earn any respect; and they must get used to hard-fought battles, and angry adversaries.

Nobody intends to pay governors. But those who seek an interesting voluntary look at the quieter, more gracefully-received pastures of church or such? One governor body on which I sit now seldom closes its proceedings before 10.30 pm - maybe I'll take up knitting instead.

Book lists for everyone

Choice selections

JUDITH ELKIN

Bridging the Gap. Selected by Keith Barker. Book Trust and British Council £1.50. 0 85353 412 8.

Children's Books of the Year. Selected by Julia Eccleshare. Book Trust £2.25. 0 85353 415 2.

The Signal Selection of Children's Books 1986. Edited by Nancy Chambers. Thimble Press £3.00. 0 903355 22 1.

Fiction 6 to 9: a signal book guide. Edited by Nancy Chambers. Thimble Press £2.90. 0 903355 21 3.

Reading for Enjoyment: 0-6, chosen and introduced by Tony Bradman. 0 907264 21 2. 7-11 chosen and introduced by Vivien Griffiths. 22.0. 12-14 chosen and introduced by Fiona Waters. 23.9. 16 and up, chosen and introduced by Alan Myers. 27.7.

Baker Books £1.25 each. Recent Children's Fiction. Compiled by reviewers from Avon and Gloucestershire. Available from Iain Ball, Avon House North, St James Barton, Bristol BS99 7EB.

7-14 Stories: a list of non-sexist books. Compiled by Cissy. The Campaign to Impede Sex Stereotyping in the Young. 92 Balham High Road, London SW12 1LJ. £1.00. 0 908713 01 3.

A range of reviews is offered here to help the busy teacher select books for the classroom or library; for class use, individual reading or reading aloud. It is impossible to select one guide to recent publications, as all of the lists have something to offer and are in many ways complementary.

Sixteen-plus is the age range which is usually particularly badly served. But here we have two excellent guides to help bridge the gap between teenage and adult reading. Keith Barker's *Bridging the Gap*, is a personal and eminently sensible selection of some 95 titles, from Maya Angelou to Fay Weldon, by way of Chinua Achebe, Bob Geldof and Margaret Mahy. The annotations are informative and helpful and the division of the list into three sections, broadly covering books to

working with books and children, either as teachers, librarians, booksellers or critics, pool their knowledge to select 230 books published during 1986 which they want other adults to look at, for their own interest as well as their children's. This can easily lead to a very disjointed, fragmentary selection. But the editor, Nancy Chambers, uses her skills and knowledge of children's books to produce an invaluable and cohesive guide. It is the layout which I suspect may confuse all but the most determined: a pity because this guide, with its shared critical approach, has a great deal to offer the non-expert.

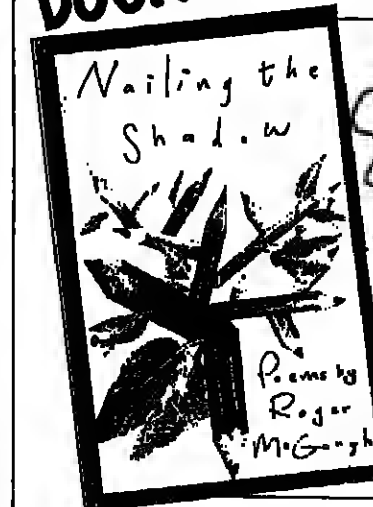
A number of these reviewers also contribute to *Fiction 6-9*, a selection of new and established fiction for children who have just learned to read but are not yet ready for a full length novel. Again the reviewers complement each other's choices, by adding comments and personal experiences of individual books. This guide is likely to be invaluable at the time when the right choice of books is crucial in establishing fluent readers.

The cohesion of the Signal book guides is sadly lacking from *Recent Children's Fiction*, a twice-yearly list produced by people concerned with education in Avon and Gloucestershire. While applauding the authorities and contributors for their commitment to producing such a guide for circulation to all schools in the authorities, I admit to finding the variable quality of the annotations, the inconsistent age group recommendations and general lack of overall editing, irritating.

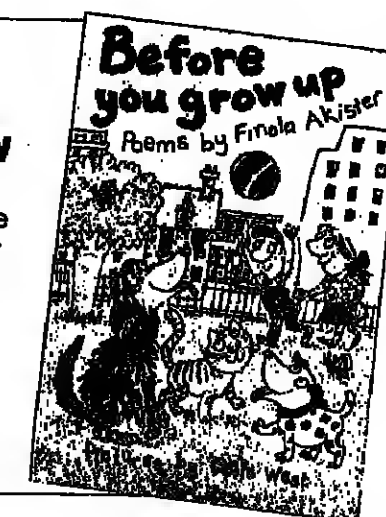
This general lack of editing is also conspicuous in the Cissy list of non-sexist books, which is surprisingly dated, with few very recent publications and some recommendations which I suspect are now out of print. The annotations are variable in length and often inadequate to explain why certain titles are included. My general feeling is that this list will not help teachers or librarians progress in their understanding of anti-sexism or in their choice of non-sexist materials.

In contrast to Julia Eccleshare's list, *The Signal Selection of Children's Books 1986* takes a team approach. A number of reviewers, experienced in

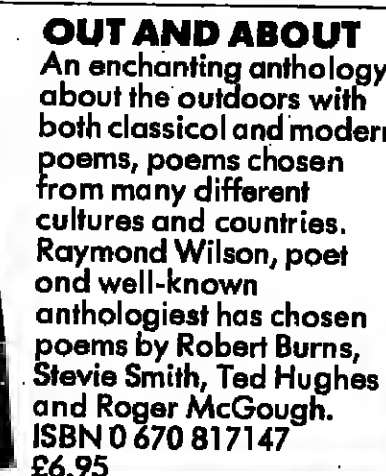
A sensational collection of poetry books from



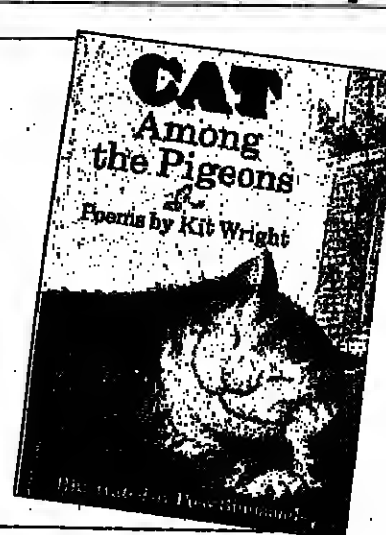
NAILING THE SHADOW
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CAT AMONG THE PIGEONS
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Panel problem

CASE STUDY

This is one of a series of training exercises devised by Joan Salis to give governors practice in looking at the sort of problems which crop up often. They can be used in formal or informal training sessions. Suggested solutions will appear next week.

Joyce Merry, a parent governor, was very pleased to be elected by her fellow governors as one of three representatives on the selection panel for a new deputy head. It is the first senior post to become vacant since the reorganization which turned Scaling Heights from a very traditional boys' grammar school into a mixed comprehensive. Dr Tagg, the head teacher, is a very distinguished man, a classics scholar, respected in the school and the town. He was ably supported in his task of making sure the school maintained its standards and style by the retiring deputy Dr. Mole, a historian. The two other deputies are Mr. Sonnet, whose subject is English, and Mr. Mapp, a geographer.

The I.E.A. are concerned about the school. It continues much as always, and despite a good record in arts subjects, science and technology are not strong and among those opting for these subjects, scarcely any are girls. All the faculty heads are male except two, Mrs. Potter, head of art and design and Miss French, head of modern languages. They hope the present vacancy will give them a chance to strengthen the science side of the school's policies and are looking for someone who has ideas to interest girls in science and technology. They also want someone to encourage higher expectations of the less able.

After one-to-one interviews all afternoon, and a school visit in the morning, four candidates survive to be interviewed by the panel: two men and two women. Dr Tagg can



scarcely conceal the rapport he feels with one of the men, Dr. Wiseman, another historian but also a Doctor of Divinity. He comes from a small grammar school which is due for closure. His academic qualifications are superb, but he answers questions with enormous authority and erudition. Joyce Merry feels a bit in awe of him, and certain he would command respect in the school. Another strong candidate is Mrs. Serkitt, a physicist, well qualified, experienced in a wide range of comprehensive schools, and provoked, rather surprisingly, at the interview into an expression of sustained enthusiasm for introducing an ambitious school-wide programme of social, personal and health education which would be common core in the fourth and fifth years. She also expressed agreement with the government's proposal that combined science should be a compulsory subject 11 to 16. (Most of the staff of Scaling Heights believe that only a proportion are scientifically gifted and that combined science is a dilution.) Mrs. Serkitt is also a keen musician.

You will surely guess what the problem was

The I.E.A. advisers strongly backed Mrs. Serkitt, believing that she was outstanding and would give the school a much-needed change of direction. The other two governors, one representing the I.E.A. and one a community governor who was a project director with a local engineering firm, strongly supported this candidate also; so did two out of the three I.E.A. representatives, the third being a co-opted representative of the churches on the education committee, who favoured Dr. Wiseman.

The discussion became quite heated. There was talk of going for one of the other candidates as a compromise, since Dr. Tagg clearly did not feel drawn to Mrs. Serkitt. He had not felt it right that she should air new ideas for the school at this stage, and took exception to her saying in response to a direct question - very courteously - that she wondered whether the policy of entering pupils for examinations was perhaps a little conservative, reflecting perhaps an understandable concern with pass-rates. Neither of the other candidates seemed on interview to be of the calibre of the two contestants.

Joyce Merry was impressed by Dr. Wiseman, and she is also very respectful of the head, a figure of authority in her family for so long (her three grown-up sons attended the school). She cannot bring herself to vote head him. Above all, she feels it wrong that a head has to work closely with the person appointed without his choice: she had read school governance, and to her it makes sense. She likes the idea of a compromise candidate. Another woman, a quiet botanist, had not who was a mathematician with a poor degree but a pleasant personality. Surely harmony with the head is more important than brilliance? Poor Dr. Tagg, having perhaps, to accept an uncooperative colleague in the last few years of his working life.

Cash conflict

Last week's case study charted the growing resentments caused by a head's autocratic control of the school's purse strings.

The head of Leamy Lane is unusual for these times, though not so long ago his style would have been completely acceptable. Most heads nowadays plan their budgets in consultation with staff, agreeing on priorities and making sure everyone understands that those whose needs can't be met this year will have preference next. Quite a lot of heads who involve their governors in budgeting, and this not only as good practice, but as a source of strength in establishing supportive decisions which must inevitably disappoint somebody.

As for PTA fund-raising, some PTAs decide themselves what they want to finance, not probably ask the school for a "shopping list" of needs from which they can make a choice, and just a few still endorse the kind of situation Leamy Lane's PTA experienced.

The governors really ought to use their influence to get better habits established, and the teacher governor can't achieve much by muttering in private. However, the situation will now change so fundamentally that they may feel it is not worth a battle. The 1986 Act provides that governors must give parents a statement of how capital was spent in their annual report, so from now on they will have to be given that information. The report must also include details of any donations to school funds and how they were spent, which opens up the PTA issue too. Furthermore, the I.E.A. must from September 1988 give governors a significant portion of the school's capital to handle, and although they will delegate its spending to the head, it will clearly be inappropriate for decisions now before secret any more. Under proposals now before Parliament, schools will be given even more financial independence, and it is clearly intended that governors should share in the decisions.



Elkin, "the guardian who lives in the chimney". From *Peepers of the House* by the Orchestral poet and storyteller, George Mackay Brown, with illustrations by Gillian Martin. First published in a limited edition by the Old Sillie Press in 1986, now released by Lampard Books (£4.95). "Some might call it a children's story," says the author, "but I ought to appeal to mature people and greybeards as well."

Jul Slotover, former associate editor of *The Good Book Guide to Children's Books*, has recently launched the *Children's Book of the Month Club*, which sells hundreds of new and old titles at a discount. All are listed with special recommendations for reading aloud, age groups and so on. Details from *Children's Book of the Month Club*, Swindon XSN99 9XX.

Scaremongering

Here Lies Price. By Susan Price. Faber £3.95. 571 14804 2.
Beware! Beware! Compiled by Jean Richardson. Hamish Hamilton £6.95. 241 12104 3.
Charles Keating's Classic Tales of the Macabre. Blackie £8.95. 216 92147 3.

Of the publishing of ghost stories there seems no end. New ones, old ones, best forgotten ones - they continue to appear in slim handbooks of varying degrees of originality, quantity and plausibility. Susan Price's new anthology of short stories, *Here Lies Price*, contains a presumably intended pun in its title. A possibly unintentional pun is hidden in the fact that for almost six quid we are given less than 80 brief pages. A repetitive collection of fleeting anecdotes (many of only three or four pages' length), it seems extraordinarily insubstantial. Each tale begins with a would-be disarming disclaimer. "Here's a true story about lars." "I know this must be a true story because I read it in a book." "This story's supposed to be true."

Though this might be a clever enough device on occasion, the cumulative effect is to suggest that here is a second-hand collection of tall stories, each slightly expanded into something pretentious. I am sorry to be so negative. Maybe others will appreciate the naive simplicity of these tales, but I cannot see much except their brevity commanding them to young readers. An angry originality does however break into one tale. The devil has a vacancy to fill. Only a person convincingly damned by others can fill it. The vacancy is filled by the prime minister.

Two years ago, Jean Richardson coaxed a memorable anthology of "scary stories" out of a selection of our more distinguished children's authors. Now, for another publisher, she has brought together a second varied

selection from exponents of the genre. Peter Dickinson provides a moving tale of an "unplanned-for" younger sibling ("Meg had been meaning to go back to that job of hers"), who finds a ghostly twin with whom to escape to another world. Jan Mark's Halloween tale is rooted in a totally convincing urban landscape, while both Joan Gordon and Alison Prince play cleverly with our sympathies as they develop their main characters. Jean Richardson's own contribution is a good example of how a ghostly tale can be chilling without involving ghosts, spirals or even time-travel.

One story is spelt for me by the fact that the ghost of a lowly Second World War soldier improbably insuits a railway station opened only in 1981. All this indicates is that one person's haunting is another's stuff-and-nonsense; what is chilling to one reader is mere fancy to another. It is therefore precisely in its variety of styles that a collection like *Beware! Beware!* is of such value. It can form a useful sampler to introduce young readers to a range of styles and to authors whose more substantial works they might appreciate.

Another anthology, *Charles Keating's Classic Tales of the Macabre* is visually most attractive. Handsomely bound, it is decorated with Keating's own atmospheric illustrations. However the tales (by writers such as Bram Stoker, Edgar Allan Poe and M.R. James) seem incredibly dated and worthy, not to say verbose, when considered alongside modern examples of the ghostly and supernatural short story. Yes, the collection does contain classics by Conan Doyle, H.G. Wells and Thomas Hardy, but I am afraid that, like the anthology's earlier collection of *Classic Ghost Stories*, it seems primarily a vehicle for its illustrations: something to impress those who judge the design of books rather than to engage young readers.

David Self

Eunice McCullen - director of the Children's Book Foundation

A sharp eye on the market

STEPHANIE NETTELL



Eunice McCullen - good design

Hunted by the spectre of a future generation that never reads (or - worse! - buys) a book, booksellers and publishers have whipped themselves into action. Marriages, working partners and brain-childs abound, but basically the Children's Book Foundation has been born from a liaison between the Children's Book Action Group, whose chairman is Peter Bagnall of W. H. Smith, and Book Trust, itself evolved from the old National Book League, whose chief executive is Martin Goff. The CBAG sprang from an anxious booksellers' conference four years ago, and its research concluded that an independent body to promote children's books was essential.

One final caveat, and the CBF now has its first director at a makeshift desk in the Book Trust building - sitting aptly on its island in the middle of the road at the top of Wandsworth's East Hill.

Eunice McCullen taught humanities and English at Howarth Cross middle school in Rochdale, taking on the library in her second year. In the next eight years the library blossomed, with its story-telling and activities led to an award-winning school bookshop, to her *Bookworm* magazine - started on the school duplicator and ending with 3,000 copies being sent to other schools - and lots of book group events, till she was working with books in the next job at Penguin, running the Puffin club, its magazine and shows, was merely a grimmer development of her school experience.

Recent Puffin changes are the fruit of her five years there. She took over the editorial and marketing of the Puffin School Book Clubs 18 months ago (and will continue to edit the magazine); the two outfits are now merged, adding 30,000 Puffin Club members to the 1.2 million children receiving the School Book Club leaflets and lending the school club the attraction of "clubby belonging".

They have introduced saving cards, and cheekily ask 30p from the kids for a magazine whose every article is a puff for their books. The suggestion that this is like a store charging for self-advertisement carrier bags brings the answer that all 130,000 copies were sold out.

Her present plans for the CBF spring from this commercial background, for they envisage everything being bigger and better, involving more staff and more money, than the previous Centre for Children's Books. The Foundation will appoint an education officer early next year, working with regional education authorities, McCullen herself and a marketing service PA will orchestrate all promotions, and there will be someone working actively on the Children's Book Week, Chris Lee, the present excellent children's books officer, will

The Children's Books of the Year exhibition will grow, taking in artwork and activities, and will travel to six major centres over three months.

The expanded library, computerized with microfiche, will be a pivot for the flow of all information, offering teaching videos for training colleges, a full "nutcracker facility" for publishers with, say, week-long visits instead of the odd day here and there, and a file of available speakers. And, yes, they will sneak in new authors among the Ronald Dicks and Terry Joneses - the aim is, after all, to re-educate the public.

The bookshop will be a reference centre for visitors, and, if only a minor sponsor could be found, there could be a mini-trailer to spread new book information round the country. Regional Arts Councils are to be involved, and already Roger McGough, Brian Patten and Mike Rosen are putting together a new show to tour the country ("poetry normally gets a raw deal").

There will be posters, bookmarks and stickers produced cheaply in bulk, and authors' profiles like the jokey handwritten meet-an-author ones in the Puffin Post magazine. There will be a celebrity bank of TV and sports stars and writers like Brandreth and

James who would be willing to give their time, name and services to the Trust - "because we're a charity we can get away with it, since after all the children as well as bookshops and publishers". And co-operation with the Booksellers Association, the School Library Association, the Book Marketing Council and the education publishers will produce nationwide campaigns.

But the cost? An appeals officer will work full-time on funding, and they will (optimistically?) seek grants from the Arts Council, Book Trust, the Business Sponsorship Scheme, the Children's Book Week, the CBF will also sell its endorsement of educational activities and books through mail order. There'll be an income from posters, charity books, calendars and Christmas cards: "Illustration will be their picture for a Fairy Tale Calendar - imagine how lovely that could be and we don't have to do a thing!"

There's talk of approaches from a magazine publisher who would pay CBF editorial fees for a children's magazine ("Puffin Post had a print run of 24,000, so there is a market there"), and even of some kind of deal with existing adult journals on children's books.

Speculative dreaming or head-headed scheming? Either way, the CBF is a more promising infant than the book industry has ever spawned before, so let's resist the natural impulse of past experience and set the baby's head.

PRIMARY HEADSHIPS

continued

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ST. JOHN'S C.E. AIDSO
PRIMARY SCHOOL
Great Milton, Milton Keynes
HEADSHIP GROUP 4
Applications are invited from suitably qualified and experienced teachers for the Headship of this school, providing for 3 to 5 year old children.
The school, currently under construction in a new housing development, is due to open in September 1988 with a design capacity of 240 pupils.
In approved cases, the County Council offers a substantial financial package, including a house worth up to £7000 and mortgage assistance. There is also a £1000 bonus for those who buy in the school.
Application form and further details are available from the Education Officer, Mrs. A. A. at the Milton Keynes Education Office, 11, Witham Gate East, Central Milton Keynes MK9 1JH, on receipt of an A5 stamped addressed envelope. Closing date 11 December 1987. 110010

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Please see main advertisement on page 51. 103783 110010

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Please see main advertisement on page 51. 103783 110010

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ilea

Working in Education

Headships & Deputy Headships

The Inner London Education Authority is committed to providing a high quality education service to one of the most ethnically and culturally diverse populations in Britain and is able to offer its teachers:

- * Commitment to promoting equality of opportunity in education
- * Pupil teacher ratios among the best in the country
- * With some 850 schools, opportunities to broaden experience and enhance career prospects
- * Excellent support staff and professional back-up, plus a range of central specialist resources
- * Inner London allowance of £1,215 plus in many cases Social Priority allowance of £201/276 p.a. in addition to salary.

Headships

Headships are not open to job share. Unless indicated otherwise please send curriculum vitae for application form and further details to Education Officer, PER/PS4B, Room 202a, The County Hall, London SE1 7PB.

Nursery Education

ST CHRISTOPHER'S (N) Bridge Way Street (Surrey) Tel: 01-881 0611. Vacant (all January Group 1).

Primary Education

ALLEN EDWARDS (JM) Larkhall Lane, SW4 6RP. Tel: 180. Vacant now Group 4.

NEW END (JM) Stoney Place (Hampstead), NW3 1HL. Tel: 204. Vacant now Group 4.

Inner London Education Authority

ILEA IS AN EQUAL OPPORTUNITY EMPLOYER

Special Education

GREENMEAD (PD) St Margaret's Crescent, SW15. Tel: 31. Vacant now Group 4(a). Closing date: 18th Dec. 1987.

SUSAN ISAACS (MLD) Foxbridge Road, SW15 5NX. Tel: 61. Vacant now Group 5(a). Closing date: 18th Dec. 1987.

Deputy Headships

All posts are open to job share unless indicated otherwise (N/A). A regular for pairing potential job-share is maintained by EO/PER/PS7, Room 533, The County Hall, London SE1 7PB. Tel: 01-833 3814. (N.B. Applications can NOT be dealt with on this number). Application forms and further details are available from the Head of the school, unless requested otherwise.

Primary Education

DURAND (JM) Hackford Road, Brighton, SW9 0RD. Tel: 01-736 8348. Tel: 180. Head: Mr G. Martin. Required: 1st January 1988. Preliminary visits essential. Previous applicants need not re-apply.

MYATT GARDEN (JM) + (N) Rokeby Road, Brockley, SE4 1DF. Tel: 01-881 0611. Tel: 360 Group 1. Required: 1st January. Applications are invited for the post of Deputy Head to join a team of other working antiheliotic teachers who are committed to anti-racist and anti-sexist policies. Experience throughout the primary range an advantage.

ST MARY'S CE (JM) + (N) 8 Batham Park Road, SW12 6DR. Tel: 01-873 4168. Tel: 270. Deputy Head (Group 5) required from January or April 1988. To lead in curriculum development in this multi-cultural school. Candidates should be in sympathy with the aims and ethos of a church school.

Applications are invited from suitably qualified and experienced teachers interested in working in this exciting inner-city environment. The closing date for applications is 11th December 1987 unless indicated otherwise.

PRIMARY HEADSHIPS

continued

Cleveland County Council

An equal opportunities employer

Closing date: 11th December, 1987.

Applications by letter should include details of education, training, qualifications and experience together with the names and addresses of two referees. Financial assistance with household removal expenses may be available in approved cases.

WILLIAM CASSIDI C.E. (AIDED) PRIMARY SCHOOL, Stillington, Stockton, Cleveland TS2 1JD

Head Teacher (Group 3)

Applications are invited for the post of Head Teacher from Easter 1988. The Governors of this lively and outgoing school would wish to appoint a Head Teacher to lead an able and committed staff. They would prefer to appoint an active communicant Anglican but seek above all an active Christian.

Application forms and further details obtainable from the County Education Officer, Education Offices, Woodlands Road, Middlesbrough, Cleveland TS1 3BN (Tel. Middlesbrough 48155, ext. 30187) and returnable to the Rev. T. Oller, The Rectory, Redmarshall, Stockton, Cleveland.

BERWICK HILLS PRIMARY SCHOOL, Westerdale Road, Middlesbrough, Cleveland TS3 7QH (Tel. Middlesbrough 245598)

Main Scale + Rate B

Required for Easter 1988, or earlier if possible, an experienced end antiheliotic Primary Teacher to act as curriculum co-ordinator with special emphasis on language development throughout the school. The post carries an incentive allowance at Rate B.

Application forms and further details obtainable from end returnable to the Head Teacher at the School. (52214)

HERTFORDSHIRE

Warren Dell JMI School, Gosforth Lane, South Oxhey, Watford

Applications are invited from suitably qualified and experienced teachers for the

Headship

of this Group 4 School from April 1988. London fringe allowance £309.

Application form and further details from the Divisional Education Officer, Little Ceasobury, 31 Hempstead Road, Watford WD1 3EY (please enclose s.a.e.) to be returned by Friday 11th December 1987. (52479)

Education

Head Teachers

On/Off Teachers are required at the following schools. Group 5. Joffres Primary and Nursery School, Kirkby-in-Ashfield, Nottingham, NG17 8EE.

The vacancy is created by the retirement of the present Head Teacher and is available from 1 January 1988, to be filled as soon as possible thereafter. This is a re-advertisement and previous applicants will be re-considered.

Group 3. Paul Hill Lane Primary School, Linton Road, Mansfield Woodhouse, Mansfield, Notts, NG19 9PB. Tel: 107.

This vacancy is created by the appointment of the present Head Teacher to a Headship with another authority, and is available from 1 January 1988, to be filled as soon as possible thereafter.

Group 4. New West Bridge Primary School, Grafton Drive, West Brighton, Nottingham. Anticipated roll: 210.

Available from the Autumn Term 1988. Application forms and further details for the above posts may be obtained by forwarding a stamped addressed foolcap envelope to the Chief Education Officer at County Hall, Closing date 11 December. Please quote ref. Q12.

An Equal Opportunity Employer.

Nottinghamshire County Council

County Hall - West Bridge, Nottingham NG2 7GP

LONDON BOROUGH OF HAVERING

Squirrels Heath Infant School (Roll 276) Sallibury Road, Romford RM2 5TP

Required for April 1988

HEADTEACHER Group 5

Following the retirement of the present Headteacher, Miss J.M. Colliard.

Havering is a lively and caring Education Authority serving a population in an area that includes both Town and Country.

Havering seeks to appoint Headteachers and Teachers who want to play an active role in the Education Service. It provides, and offers excellent professional support for its Teachers at all stages in their careers including over 100 in-service courses each term.

Havering is well placed on the edge of the Essex countryside, and yet within easy reach of London and all its facilities to which there is easy access by public transport both road and rail.

Application forms and further details (see please) from the Director of Educational Services (Tel: Staffing/DHT), Mercury House, Mercury Gardens, Romford RM1 3DR. Closing date 11th December 1987. (52195)

Havering

SURREY COUNTY COUNCIL

* FRINGE AREA LONDON ALLOWANCE £309 p.a. throughout the County.

* Temporary housing may be available.

* Generous relocation expenses in approved cases.

HEADSHIPS

LINGFIELD COUNTY MIDDLE SCHOOL, High Street, Lingfield, Surrey, RH7 6AB. Telephone: Lingfield (0342) 832355. NOR Sept. 1987. 253

HEADTEACHER required from April 1988 for this GROUP 6 County Middle School for pupils aged 8-12 years. Salary £17,751 p.a.

ST JOHN'S COUNTY FIRST SCHOOL, Pendleton Road, Redhill, Surrey, RH1 6QG. Telephone: Redhill 783804. NOR Sept. 1987. 195

HEADTEACHER required from April 1988 for this GROUP 4 County First School for pupils aged 5-9 years. Salary £17,001 p.a.

WOODMANSTERNE COUNTY FIRST AND MIDDLE SCHOOL, Cershallon Road, Woodmansterne, SM7 3HU. Telephone: Burgh Heath 353120. NOR Sept. 1987. 260

HEADTEACHER required from September 1988 for this GROUP 6 First and Middle School for pupils aged 5-12 years. Salary £17,751 p.a.

Application forms and further details from South East Area Education Officer, 123 Blackborough Road, Reigate, Surrey, RH2 7DD. Telephone: Redhill 774188, Ext. 4418. Closing Date 11 December 1987 (52243)

NORTH TYNESIDE Council

EDUCATION COMMITTEE

WHITLEY LODGE FIRST SCHOOL, Woodburn Drive, Whitley Bay, NE26 3HW

HEADTEACHER GROUP 5 ROLL 279

A suitably qualified and experienced teacher is required from 18th April 1988.

Application forms and further details are available on receipt of a stamped, addressed envelope from the Director of Education, Education Office, The Chase, North Shields, Tyne and Wear, NE29 0HW, to whom they should be returned within two weeks of the appearance of this advertisement. (52195)

An Equal Opportunities Employer

PRIMARY HEADSHIPS continued

KIRKLEES METROPOLITAN COUNCIL

ORIENTATION OF EDUCATIONAL SERVICES

ST. PETERS CE (A) J I A Fieldhead Lane, Birstall, Batley, W. Yorks WF17 5NP. Tel: 1151

Applications are invited from suitably experienced teachers for the post of HEADSHIP of this Group 4 School which caters for the age range 5-11 years. The person appointed will be working in the lively, modern environment of a school which has close links with the local Church and Community. The Governors are therefore looking to appoint a committed Christian with wide experience in schools catering for the age group mentioned.

Application forms and further details (see above) may be obtained from the Director of Education, 11, Oldfield Road, Huddersfield HD1 2JF. Tel: 01484 511111 to whom completed forms should be returned by 14 December 1987.

Kirklees operates an Equal Opportunities policy and will accept applications from all applicants. 115501 110010

KIRKLEES METROPOLITAN COUNCIL

HINCHLIPPE MILL J I A SCHOOL, Westside Lane, Huddersfield HD1 2JF. Tel: 1160

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NORTHAMPTONSHIRE

KETERING ST. PETER'S CE (A) J I A PRIMARY SCHOOL, Eastleigh Road, Kettering, Northants, NN16 7QG

HEADSHIP - GROUP 4

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HEAD

Required for

ANTHONY CURTON VOLUNTARY AIDED PRIMARY SCHOOL, Walpole St. Peter, Nr. King's Lynn (Group 3)

The Governors wish to appoint a Head who is sympathetic to a Church of England Aided Primary School and is a practising Christian.

Further details and application forms may be obtained by sending a stamped addressed foolscap envelope to the County Education Officer, Room 32, County Hall, Martineau Lane, Norwich NR1 2DL. Closing date for applications 11th December 1987.

Norfolk County Council

BRENT EDUCATION

HEADTEACHERS

HEADTEACHER [Group 4] BRIDGE INFANTS SCHOOL, Bridge Road, NW10 9BX. Tel: 01-459 1392. SPA Range £201-£276

HEADTEACHER [Group 4] Vacancy due to retirement. Attached to the infant school are the following: (a) Nursery Class (20 part time) (b) Language Unit (10 part time)

The Language Unit was opened in 1983 and was set up to provide special help for children from the Borough of Brent who have special learning difficulties. There are 10 classroom and a hall, and a fully equipped kitchen. The school has two large playgrounds and a net room. The Nursery is a fully equipped unit within the school which is open to all children and nursery staff. The Language Unit employs the same staff as the rest of the school.

The teaching staff consists of twelve teachers including the Head. The unit is dedicated and well equipped. A full time Speech Therapist is attached to the Language Unit.

The schools within each sector of the North Circular Road and Brent Town Shopping complex. A station at 10 minutes walk away and there is a good bus service.

HEADTEACHER [Group 5] FURNES INFANTS SCHOOL, Furnes Road, NW10 5YF. Tel: 01-455 4426. [Roll 285] SPA £201-£276

Required from January 1988 or as soon as possible thereafter.

HEADTEACHER - Group 5

Furnes Infant School is situated close to Watford Junction Station and is a good location for the school. There are 10 mixed ability classes and a staff of 12 including Headteacher. The school has an excellent day nursery.

Applications from members of the black community are particularly welcome. Applications are invited from highly motivated teachers for these two posts.

The successful candidates will show considerable awareness of the principles of curriculum planning, and some knowledge of the implications of the values which national and local developments. They will also be responsive to the challenge of working within newly defined roles, in equal partnership with the other deputy.

Unless otherwise stated APPLICATION FORMS ARE OBTAINABLE BY CONTACTING THE HEAD TEACHER, RETURNABLE WITHIN 14 DAYS.

Brent is fundamentally committed to multicultural education.

Brent is an equal opportunity employer. Applications are welcome from candidates irrespective of race, nationality, ethnic or social background, age, sex, marital status, religion and pay rates and from disabled persons.

London Weighing of £1215 per annum is made. See web site.

BRENT IS AN EQUAL OPPORTUNITY EMPLOYER

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RE-ADVERTISEMENT

HEADSHIP

ST. THOMAS OF CANTERBURY COFE (V/A) JUNIOR SCHOOL (Group 5 + L.F.A. £309 p.a.) Savoyers Hall Lane, Brentwood.

Applications are invited from suitably qualified and experienced teachers who are regular communicant members of the Church of England, for appointment as Headteacher.

Appointment from April 1988.

Removal and relocation expenses of c.£4,000 are available for those who qualify.

Application forms and details from the Area Education Office, P.O. Box 398, 'A' Block, County Hall, Chelmsford, CM1 1JW.

Closing date 18th December 1987.

Previous applications will be re-considered.

ESSEX County Council

Shropshire Education Committee

Equal Opportunities Employer

PRIMARY HEADSHIP GROUP 5

Applications are invited for the headship of the following new school which will open in January 1988. The headship will be effective from Easter 1988:

Redbrook County Primary School, Redbrook, Shrewsbury

Application forms and further particulars from the County Education Officer, Education Dept, Shirehall, Abbey Foregate, Shrewsbury, SY2 6ND. SAE essential at least 9 x 6. To be returned by 7th December 1987. (52488)

Shropshire County Council

SURREY COUNTY COUNCIL

* FRINGE AREA LONDON ALLOWANCE £309 p.a. throughout the County.

* Temporary housing may be available.

* Generous relocation expenses in approved cases.

HEADSHIP

RE-ADVERTISEMENT CRANLEIGH CHURCH OF ENGLAND (AIDED) MIDDLE SCHOOL, Parsons Road, Cranleigh, Surrey, GU8 4UF. ACTNOR SEPTEMBER 1987 230

HEADTEACHER required from April 1988 or earlier if possible for this Group 6 Church of England Aided Middle school for pupils aged 8-12 years. Communicant Member of Church of England preferred. Salary £17,751 p.a.

All previous applicants will be considered and need not re-apply.

Application forms and further details from the South West Area Education Officer, 14 a/b North Street, Guildford, Surrey GU1 1AF. (SAE please). Closing Date: 7 December 1987.

Cheshire

WINNINGTON PARK COUNTY PRIMARY SCHOOL, FIRDALE PARK, WINNINGTON, NORTHCH, CHESHIRE.

TEL: NORTHWICH (0608) 74371

Headteacher

(Group 5)

An imaginative teacher with a positive commitment to creative education in a physically and philosophically open school.

Application forms and further details available from District Education Office, Watling Street, Northwich, Cheshire. Closing date: 18th December 1987. (52168)

LONDON BOROUGH OF CROYDON

EDUCATION COMMITTEE

St. Mary's RC JM Sydenham Road, Croydon CR0 2EW. Telephone: 01-888 4893

Headteacher

Applications are invited for the post of Headteacher at this Group 5 Roman Catholic Junior School. Candidates must be practising Roman Catholics holding the Catholic Teachers' Certificate.

Salary: Headships Group 5

Tenable: September 1988.

For further details and application forms may be obtained from the Chairman of Governors, St. Mary's Church, 70, Wellesley Road, Croydon CR0 2AR and returned to him by Monday December 14th 1987. (52488)

CROYDON EDUCATION

WEST GLAMORGAN County Council

EDUCATION DEPARTMENT

Primary Headship

PRIMARY EDUCATION continued

STOCKPORT
Required from 11th April 1988
TEACHER (Permanent) MPO
Ref. 5590
The HAZEL PRIMARY
SCHOOL
Mendips Road, Hazel
Nook, Stockport SK4 3NG
(Tel: 0610439 4341)
A suitably qualified and experienced teacher is required for the post of Headteacher. An interest in science/PE and some work with disadvantaged pupils would be an advantage. Please state other interests.
Application forms available from the Director of Education, Town Hall, Stockport, Tel: 061 475 4545, Ext. 3813 and returnable to the Headteacher at the school, Hazel Nook, Stockport, by 11th December 1987.
Opportunities are Equal Employer, 110040

SALFORD
RADCLIFFE COUNTY
PRIMARY SCHOOL
Radcliffe, Salford
Required for January 1988
TEACHER (Permanent) MPO
Ref. 5591
An enthusiastic and experienced teacher is required for the post of Headteacher. An interest in science/PE and some work with disadvantaged pupils would be an advantage. Please state other interests.
Application forms available from the Director of Education, Town Hall, Salford, Tel: 0161 475 4545, Ext. 3813 and returnable to the Headteacher at the school, Radcliffe, Salford, by 11th December 1987.
Opportunities are Equal Employer, 110040

SALFORD
ST. LUKE WITH ALL SAINTS
C.E. PRIMARY SCHOOL
Cray Street, Eccles New Road,
Warrington, Cheshire WA9 4JX
Required for January 1988
TEACHER (Permanent) MPO
Ref. 5592
An enthusiastic and experienced teacher is required for the post of Headteacher. An interest in science/PE and some work with disadvantaged pupils would be an advantage. Please state other interests.
Application forms available from the Director of Education, Town Hall, Salford, Tel: 0161 475 4545, Ext. 3813 and returnable to the Headteacher at the school, Cray Street, Eccles New Road, Warrington, Cheshire WA9 4JX, by 11th December 1987.
Opportunities are Equal Employer, 110040

SURREY
EDUCATION COMMITTEE
MIDDLE SCHOOL
Ambleton Avenue, Welton on
Thames, Surrey GU24 0JL
Required for January 1988
TEACHER (Permanent) MPO
Ref. 5593
An enthusiastic and experienced teacher is required for the post of Headteacher. An interest in science/PE and some work with disadvantaged pupils would be an advantage. Please state other interests.
Application forms available from the Director of Education, Town Hall, Welton on Thames, Surrey, Tel: 0181 475 4545, Ext. 3813 and returnable to the Headteacher at the school, Ambleton Avenue, Welton on Thames, Surrey, by 11th December 1987.
Opportunities are Equal Employer, 110040

WILTSHIRE
Please see display advert
Main Street, Trowbridge
103631 110040

Headship

Kirkley County Middle School, Lowestoft
Group 5 Age 9-13 Number on Roll 345

Applications are invited from suitably qualified and experienced teachers for the post of Headteacher.

The school is situated in South Lowestoft approximately 1 mile from the town centre and serves a mixed residential area.

The appointment will date from the beginning of the Summer Term 1988.

Further details and application forms are available from the County Education Officer, St Andrew House, County Hall, Ipswich, IP4 1LJ, (S.A.E. please), and completed forms should be returned by 10th December 1987.

Suffolk County Council

HAVELOCK MIDDLE SCHOOL
Havelock Road, Southall, Middlesex UB2 4PA
Tel: 01-577 2241

Deputy Head

required for April 1988, Group 4 salary plus £1215 London Weighting.

Applications are invited for the Deputy Headship of this purpose built 8-12 Middle School opened in 1979 and designed for flexible organisation. The post provides a challenging opportunity for an experienced teacher who can demonstrate an ability in the management of an established multicultural school.

The successful applicant will have scope for leadership in further developing the curriculum and organisation of the school utilising the extensive facilities of a new and imaginatively designed community site serving the needs of a multi-ethnic community. A knowledge of community languages (Punjabi, Urdu, Hindi and Gujarati) would be an advantage.

Relocation expenses payable subject to conditions.

Application forms available from the Chief Education Officer, Hadley House, 79-81 Uxbridge Road, London W8 5SU (Large SAE) to be returned by 11 December 1987.

Ealing Council welcomes applications from all regardless of sex, race, ethnic origin, responsibility for dependants, disabilities and from lesbians and gay men.

Ealing Education

Remedial and Special Needs Teaching Posts

Main Scale Incentive B

CRIDYON

EDUCATION COMMITTEE
Please see main advertisement under Special Needs - Incentive B, S. Oles. 111036

HAMPSHIRE

SOUTHEAST HANTS AREA
OVERSEAS TEACHER
FOR VICE-PRINCIPAL
WITH LEARNING
DIFFICULTIES
99 Stakes Hill Road,
Waterlooville, Portsmouth,
Hants.
Tel: Waterlooville 252595

Required for January 1988, teacher with experience of primary education and as a co-ordinator to develop support for children with disabilities. Please apply to Mr P. Cawley, 11th October 1987.

Further details and application forms available from the Director of Education, 11th October 1987.

Main Scale

BOLTON

METROPOLITAN BOROUGH
(An Equal Opportunity
Employer)
TEACHER-MAIN SCALE
Required from 1 January 1988 or as soon as possible thereafter, a suitably experienced and qualified teacher to work closely with a team of teachers in a main stream primary school. The teacher should have a good knowledge of the school and its pupils.

Application forms available from the Director of Education and Arts, Podoor House, Civic Centre, Bolton BL1 1JL, to whom they should be returned by 10th December 1987. (110040)

STOCKPORT

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SURREY

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ARMED AND ARMED
CENTRE
Parsloes Road, Rodmill RH1 6LB
Tel: 0181 475 4545

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By Subject Classification

Music

Main Scale

WILTSHIRE

EDUCATION COMMITTEE
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HARROW

EDUCATION COMMITTEE
CHINCHYHURST FIRST &
MIDDLE SCHOOLS
Byville Avenue, Harrow, Midd.
Pinner HA5 4QR
Tel: 01-426 1342

By Subject Classification

Main Scale

WILTSHIRE

EDUCATION COMMITTEE
Please see main advertisement under Special Needs - Incentive B, S. Oles. 111036

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SECONDARY HEADSHIPS continued

HEREFORD AND WORCESTER COUNTY COUNCIL
STOURPORT-ON-SEVERN HIGH SCHOOL
Minster Road, Stourport-on-Severn, Worcs. CV13 8AX
Re-advertisement
Required from Easter 1988 Headteacher for this Group 13 High School with 1050 pupils on roll. The school provides for pupils in the age range of 12 to 18 years. The Stourport-on-Severn education pyramid comprises 5 First Schools (5-8), 3 Middle Schools (8-13) and one High School.
There is a full range of teaching and learning opportunities for 1100 pupils and recent additions have provided a base for the Sixth Form (currently some 150 pupils), a music block, additional craft, recreation and science laboratories.
The site also includes a youth centre and the whole campus is surrounded by a middle school and a first school.
Stourport-on-Severn High School serves a large community and offers a wide range of curriculum and extra-curricular activities. This is a re-advertisement. Previous applications will be considered.
Application forms and further details are available from the County Education Officer (Ref. 5590/1). Closing date 11th December 1987. (130010)

This is an 11-18 co-educational Comprehensive School (with 800 on roll and 120 in the Sixth Form)

HEAD OF SIXTH FORM - MAIN SCALE PLUS INCENTIVE ALLOWANCE E

Required from April 1988 Head of Sixth Form to take responsibility for a significant part of the school's curriculum and standards up to and including O-level. As well as a 'lower' there is a 'developing' year course. An ability to teach Religious Education would be an advantage. Candidates must be practising Roman Catholics.
Applications by letter to the Headmaster should include a full curriculum vitae with names and addresses of two referees, together with the address of your parish priest. Applications will be acknowledged with further information about the post and the school. S.A.E. please. Closing date 11th December 1987. (130010)

Application forms and further details are available from the County Education Officer (Ref. 5590/1). Closing date 11th December 1987. (130010)

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HEREFORD AND WORCESTER COUNTY COUNCIL

STOURPORT-ON-SEVERN HIGH SCHOOL
Minster Road, Stourport-on-Severn, Worcs. CV13 8AX
Re-advertisement
Required from Easter 1988 Headteacher for this Group 13 High School with 1050 pupils on roll. The school provides for pupils in the age range of 12 to 18 years. The Stourport-on-Severn education pyramid comprises 5 First Schools (5-8), 3 Middle Schools (8-13) and one High School.
There is a full range of teaching and learning opportunities for 1100 pupils and recent additions have provided a base for the Sixth Form (currently some 150 pupils), a music block, additional craft, recreation and science laboratories.
The site also includes a youth centre and the whole campus is surrounded by a middle school and a first school.
Stourport-on-Severn High School serves a large community and offers a wide range of curriculum and extra-curricular activities. This is a re-advertisement.

69

**PHYSICS/OENRAL
SCIENCE TO 'A' LEVEL
BROADWAY SCHOOL
The Broadway, Birmingham
B20 3DP
Tel: 031-33d E444**

**Application forms and
further details can be
obtained from Head
Teacher. Closing date: 11
December 1997.**

**The City Council wel-
comes applications from all
sections of the community
irrespective of race, colour,**

try co-educational school, 11 years, 1980s. Temporary past teacher on maternity leave.

Main: Professional Order #783 London, weighing 115 lbs. It is hoped to recruit an enthusiastic teacher with a minimum of 5 years of classroom work and on job working a disciplined and responsible attitude. The school has a large sixth form of 230 students and easily fills all abilities of the 11-18 age range.

Application forms and further details available from the return of the school to the library see or telephoned by December 1987.

1488

BUCKINGHAMSHIRE
HATTERS LANE COUNTY
SECONDARY SCHOOL
Hatters Lane, High Wycombe
HP13 7NQ
Acting Headteacher; Mrs M.
Loider
NOC 98E
Required from January 1985
full-time Science teacher, able
to teach chemistry up to GC
standard.
Apply by letter to the Act-
ing Headteacher.

In approved cases the Coun-
cil offers a substantial
training or relocation pack.
NB: In maximum of 7.0

BUCKINGHAMSHIRE
MILTON KEYNES AREA
RADCLIFFE SCHOOL
Aylsbury Street Wnst,
Wolverton, Milton Keynes
(Headteacher: Mr D. Gilling)
Required from January 1988
teacher of Biology to cover
maternity leave. Main GCSE
Dept.

culum vitae and the names of
addresses of two referees
1474311 1348

ASE

OTE

Deadline for Issues
ember 1987 and
B are as follows:

cember

arrive by 4pm.
ember 1987

January

arrive by 4pm
ember, 1987

**TEACHER OF SPANISH
AND FRENCH (Main
Cardinal)**

**CARDINAL HINDLEY RC HIGH
SCHOOL, Hackensack Road, London
NW10 3BN. Tel: 01-898 2847/8487**

To: The School/Office

Address

I am interested in the post of

Please send me further information

Name

Address

**UNLESS OTHERWISE SPECIFIED, ALL
APPLICATIONS SHOULD BE SENT
FROM THE ROAD, TEACHERS
ABLE WITHIN 14 DAYS**

**Head is fundamentally committed to
cultural education.**

**Legation Vauquelin of £1210 per
month.**

live grounds and is located near the centre of the Borough. The school has additional resources through the LEA's positive action scheme. There is a Nursery Unit within the school.

Application forms/further details (large s.e.o.) from the Director of Education (S/T) Old Town Hall, Middleton Road, Chaderton, Oldham OL9 6PP and returnable to him as soon as possible.

An Equal Opportunity Employer
Assistance with Local Authority Housing available.

Oldham
Metropolitan Borough

Education
Committee.

(57221)

Copy should arrive by 4pm
22nd December, 1987

Other than by Subject Classification

Other Assistants

ANGLESEY

"INDEFATIGABLE"

Required for January 1988: two members of staff:

1. New post: to teach Computer Studies to O.C.S.E. level, emphasis to be on practical, "hands on" approach.
2. Outdoor Pursuits Instructor, with qualifications in mountaineering, water-skiing, canoeing, life-saving & school sports, to join existing team.

Salaries in accordance with new Teachers Pay and Conditions Art 1087.

A 3-bedroom house on the school estate is provided for each member of staff, free of rent and rates, in lieu of housing allowance. The house is situated in a quiet residential area, with a large garden, and is suitable for a family of four. All staff are required to play a full part in the life of this school of 150 boys aged 11-19, all boarders.

The School is situated in beautiful surroundings on the shore of the Menai Strait. School activities take full advantage of the marine environment, and the nearby mountains of Snowdonia.

Letter of application, including P.V. and names and addresses of two referees, to: Captain J. Jones, Headmaster, The "Indefatigable", 1131, Penryn Road, Penryn, Cornwall, TR19 7JL. To arrive not later than 4th December.

BETHANY SCHOOL, GOUDHURST, KENT

SHMIS - 280 boys, 11-18, chiefly boarding

Applications are invited for the following posts for January, April or September 1988:

Head of Extra English Department (dyslexic work with boys of good intelligence). Vacancy occurs following the tragic death of Mr. Richard Ashlin.

Assistant in History Department, Including A Level work.

Boarding school commitment essential, cultural and sporting (rugby, cricket) expertise welcome.

Own salary scale above Baker. Full C.V. and two referees to Headmaster, from whom further details are available.

(02127)

LA RETRAITE PREPARATORY SCHOOL SALISBURY I.A.P.S. Group 2 Girls 3-11, Boys 3-7 HEADTEACHER

The Governors invite applications for the above post for September 1988, following the retirement of the present Headmistress. The post includes Class Teaching in the 7-9 years age range.

Roman Catholic preferred. Further details available from The Headmistress, La Retraite Preparatory School, St. Mark's Avenue, Salisbury, SP1 3DF. Tel: 0722 333047

(02242)

described in the report as "public schools", comprising

Deputy Headships (inc. Second Masters/Mistresses)

Headships

LIVERPOOL

CARLETON HOUSE PREPARATORY SCHOOL

HEAD TEACHER

As a result of the impending retirement of the present Headmistress, the Management Committee of Carleton House, which to appoint a new Headmistress, will be open to applications from the 1st September 1988. The school is an independent Catholic Preparatory School, open to boys and girls of all denominations between the ages of 4 and 11.

Applications for this challenging and rewarding post include full curriculum vitae, and the names and addresses of at least 2 referees should be sent to: The Secretary of the Management Committee, Carleton House, 12, Lymington Road, Liverpool L15 8AQ. Closing date for applications: 15th October 1988. Previous experience will be considered and need not apply. (05073) 200010

SURREY

BELMONT SCHOOL

Headmaster

Applications are invited for the post of Headmaster of Belmont School, which will become vacant on 1st September 1988 following the retirement of Mr. Michael Borrell.

Belmont is a Group 3 I.A.P.S. school for 600 boys and 40 girls, situated in a large house in school grounds in a quiet residential area. Full details with application form may be obtained from the Secretary, Belmont School, 12, Lymington Road, Leamington Spa, CV32 9AX. Tel: 01923 441111. 200010

Full details with application form may be obtained from the Secretary, Belmont School, 12, Lymington Road, Leamington Spa, CV32 9AX. Tel: 01923 441111. 200010

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WEST SUSSEX

Required September. Teacher of character education. Ability to inspire quality individual work. Good communication skills. Ability to work with staff and pupils. Salary scale above Baker. Full C.V. and two referees to Headmaster, West Sussex Prep School, 12, Lymington Road, Leamington Spa, CV32 9AX. Tel: 01923 441111. 200010

Full details with application form may be obtained from the Secretary, Belmont School, 12, Lymington Road, Leamington Spa, CV32 9AX. Tel: 01923 441111. 200010

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Other Assistants

NORTHAMPTONSHIRE

WELLINGTON JUNIOR SCHOOL

Head of Department

Required for September 1988. Teacher of character education. Ability to inspire quality individual work. Good communication skills. Ability to work with staff and pupils. Salary scale above Baker. Full C.V. and two referees to Headmaster, Wellington Junior School, 12, Lymington Road, Leamington Spa, CV32 9AX. Tel: 01923 441111. 200010

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Physical Education

Other Assistants

SUFFOLK

NOVTON COURT

Head of Department

Required for September 1988. Teacher of character education. Ability to inspire quality individual work. Good communication skills. Ability to work with staff and pupils. Salary scale above Baker. Full C.V. and two referees to Headmaster, Novton Court, 12, Lymington Road, Leamington Spa, CV32 9AX. Tel: 01923 441111. 200010

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Full details with application form may be obtained from the Secretary, Belmont School, 12, L

Kent County Council Education Department
Thanet Technical College
Department of Hotel & Catering Studies
LECTURER I IN FOOD & BEVERAGE SERVICE
Applications are invited from suitably qualified candidates to teach Food & Beverage Services up to C & G 707/2 and B/TEC Diploma. Relevant industrial experience is essential.
Salary Scale £8,843-£11,865 (under review). Post available 13.4.88.

Department of Hairdressing, Beauty Therapy & Distribution
LECTURER I IN HAIRDRESSING
Applications are invited from suitably qualified candidates to teach Hairdressing and associated subjects to students on YTS, full and part time courses. (Expiry of function contract funded by the MSC).
Salary Scale £8,843-£11,865 (under review). Post available 1.1.88.

Department of General Education
LECTURER I (HALF POST JOB SHARE) IN ENGLISH & COMMUNICATIONS
Applications are invited from suitably qualified candidates to join the English & Communications team of staff, which is responsible for GCSE and 'A' Level teaching, plus service teaching on various vocational courses such as B/TEC National. Salary Scale £8,843-£11,865 pro rata (under review). Post available 13.4.88.

Application forms and further details for these posts are available from the Principal, Thanet Technical College, Ramsgate Road, Broadstairs, Kent, CT10 1PN (telephone 0438 55111) to whom they should be returned by the closing date of Friday 11 December 1987.



Mid Glamorgan County Council Education Department
LECTURING STAFF
RHYMEY VALLEY DISTRICT
YSTRAD MYNACH COLLEGE OF FURTHER EDUCATION
DEPARTMENT OF BUSINESS STUDIES
APPLIED ARTS AND GENERAL EDUCATION.
Required for 1st January, 1988, or as soon as possible thereafter. LECTURER 1 or 2 to act as course tutor for B.T.E.C. courses in TRAVEL AND TOURISM and LEISURE STUDIES and to teach on such courses. A Lecturer 2 post would be available for a suitably qualified and experienced candidate. Applicants should possess a relevant degree or H.N.D. and have had suitable business experience in these sectors. Teaching experience would be an advantage.
SALARY: Lecturer 1 £8,843 - £11,865 p.a. with eventual progression to £13,656 (Under review)
Lecturer 2 £8,843 - £11,865 p.a. (Under review)
Application forms to be returned by 11th December, 1987 obtainable on receipt of a stamped, addressed, foolscap envelope from the District Education Officer, Osarphilly Road, Ystrad Mynach, Hengoed, CFB 7PT. Tel. Hengoed (0443) 816016.

AN EQUAL OPPORTUNITIES EMPLOYER
E. ROBERTS
DIRECTOR OF EDUCATION
(182192)

Thydsie Regional Council
FURTHER EDUCATION
DUNDEE COLLEGE OF FURTHER EDUCATION,
OLD GLAMIS ROAD, DUNDEE DD3 8LE
(Tel. 0382-819121)
LECTURER 'A' IN ACCOUNTANCY
Salary Scale - £8940 - £18,528 (Bar at £14,463) (Under Review)
A vacancy exists for a Lecturer to teach Accountancy subjects on a variety of courses including post-graduate and the final Professional level of CACA and CIMA. Particular interest is in Financial Management, Auditing and Management Accounting would be important.
Applications are invited from candidates who have suitable educational qualifications and practical experience. Application forms can be obtained from the Principal at the above address and should be returned not later than FRIDAY, 11 DECEMBER 1987.
THYDSIE REGIONAL COUNCIL
IS AN EQUAL OPPORTUNITIES EMPLOYER.
(182200)

COLLEGES OF FURTHER & TERTIARY EDUCATION
DURHAM
NEW COLLEGE DURHAM
Applications are invited from suitably qualified candidates to teach on a variety of courses including post-graduate and the final Professional level of CACA and CIMA. Particular interest is in Financial Management, Auditing and Management Accounting would be important.
Applications are invited from candidates who have suitable educational qualifications and practical experience. Application forms can be obtained from the Principal at the above address and should be returned not later than FRIDAY, 11 DECEMBER 1987.
THYDSIE REGIONAL COUNCIL
IS AN EQUAL OPPORTUNITIES EMPLOYER.
(182200)

East Surrey College
Redhill
Required as soon as possible
DEPARTMENT OF SOCIAL & COMMUNITY STUDIES
Senior Lecturer - Health Sciences and Community Service Section
An energetic and committed person is required to lead this important Section in a dynamic and growing Department. The work of the Section includes Nursing, BTEC Health Studies, Biological Science and YTS Community and Child Care, as well as a number of adult training and short courses in areas such as Counselling Training and Interpersonal Skills. A BTEC National Diploma/Certificate Course in Social Care is planned to start in the next academic year. The successful applicant will be expected to contribute to the teaching of one or more of these areas, as well as coordinating the overall work of the Section and playing a leading role in departmental policy formation.

DEPARTMENT OF BUILDING
Applicants are invited for the following to teach in and assist with the development of this Department as it prepares to move to new custom built accommodation in 1989. Applicants should be suitably qualified and have appropriate industrial experience. Encouragement to seek further qualification and experience as well as teacher training, if required, will be given under the College staff development programme.

Lecturer II in Electrical Installation
To be responsible for the Electrical Installation Section of the Department and to teach on one or more of the following courses: CITB/YTS Electrical Installation, City & Guilds 236 Parts I & II, Electrical Installation Work (Part-time day and evening), City & Guilds 2364 Supplementary Studies in Electronics, and short courses for local industry.

Lecturer I in Construction Studies
To teach a combination of two or more of the following subjects to a range of technician and craft courses: mathematics, structures, surveying and building construction.
The person appointed will be given the opportunity to develop areas of work related to his/her background and experience and will be encouraged to introduce modern practice and methods into the learning situation.

Lecturer I in Building Technology
Applicants should have experience of working in the Building Industry preferably with a contractor.
The job will offer a variety of opportunities to teach on BTEC and Craft courses. The successful candidate will work with a team of lecturers.
Previous teaching experience is not essential but candidates will need to demonstrate an ability to communicate and be willing to help others learn.

DEPARTMENT OF ENGINEERING
Lecturer I in Motor Vehicle Servicing
To teach Motor Vehicle Servicing and related subjects up to City & Guilds 381 Part III.
Appropriate qualifications and industrial experience are required and applications from those with experience of Body Repair, Spraying and Trimming, would be especially welcome.

DEPARTMENT OF HOTEL & CATERING, HAIRDRESSING & TOURISM
Lecturer I in Hairdressing
Required full time for two terms from 4th January 1988, to teach practical hairdressing and related theory to full time and part time students on City and Guilds and other courses.
Salaries (under review):
Senior Lecturer £12,897 - £15,102 p.a.
Lecturer I £8,877 - £10,538 p.a.
Lecturer II £7,125 - £10,197 - £13,358 p.a.
Further details and application forms from the Staff Officer, East Surrey College, Gatfield Road, Redhill, Surrey RH1 2JX. Telephone: Redhill (0737) 772611.
Closing date: 11th December 1987.

SURREY COUNTY COUNCIL
(182202)

GRAMPIAN REGIONAL COUNCIL
ARRHENIUM COLLEGE OF COMMUNITY STUDIES
SENIOR LECTURER IN SECRETARIAL STUDIES
Salary Scale £12,518 to £14,463 (under review)
Applicants should possess a relevant degree and/or equivalent professional qualification. A teaching qualification and/or teaching/industrial experience will also be an advantage. You should be able to offer a range of business studies subjects e.g. Finance/Accounting, Human Resource Management, People in organisations, Information Processing etc. You should also demonstrate an interest in teaching and developing Supervisory Management Courses, where an understanding of the needs of ethnic minorities is paramount.
Further particulars and application forms from: The Principal's Secretary, Arrhenium Technical College, Colston Road, Birmingham, B21 9DO. Tel: 081-381 8031.
Salary: Lecturer 1 - £8,843-£11,865
Lecturer 11 - £8,865-£13,656
All salaries are under review.
Closing date for all jobs: 11th December 1987.
The City Council welcomes applications from all sections of the community irrespective of race, colour, gender, sexuality or disability.

SENIOR LECTURER IN BUSINESS STUDIES
Grantham College of Further Education, Stonebridge Road, Grantham, Lincs. Telephone (0478) 63141.
Required in the Department of Business Studies from 1st May 1988 to co-ordinate that part of the Department which involves Computing, Accountancy, Finance, Professional and Management Studies.
Experienced graduates to help to co-ordinate ESOL courses throughout the College.
Applicants should be enthusiastic and have had previous teaching experience. An ability to teach Accountancy and the Use of Computers would be an advantage.
Further particulars and application form may be obtained from the Principal and should be returned by 11th December 1987.

Lincolnshire County Council

Nottinghamshire County Council
Basford Hall College
Lecturer I in Construction Technician Studies
Grade I £8,843-£11,865 p.a. (pay award pending)
Required as soon as possible to join a team of lecturers concerned with the teaching of all aspects of building, civil engineering and land use on BTEC Certificate and Diploma courses. Applicants should possess a minimum of a Higher National Certificate in a relevant construction discipline and/or membership of a professional institution and have relevant industrial experience. The successful candidate will be expected to share in the teaching of Construction Technology, Materials, Science, Organisation and Procedures and Design Procedures.
Further details and application forms are available from the Principal at the College, Stockhill Lane, Nottingham NG8 0NB, tel. Nottm. 704641. Closing date 11 December.
An Equal Opportunity Employer.

Nottinghamshire County Council
County Hall, West Bridgeford
Nottingham NG2 7OP

SOUTH GLAMORGAN COUNTY COUNCIL
BARRY COLLEGE OF FURTHER EDUCATION
Lecturer Grade I in Hotel Reception and Administration Studies
Salary £8,843 to £11,865 (Pay award pending)
Required for January 1988 or as soon as possible thereafter, in the Department of Catering, Hairdressing and Health Studies.
Applicants must possess appropriate recognised professional qualifications and recent relevant experience. Good staff status is desirable and the ability to offer Computerised Systems in Catering Operations as a specialism would be advantageous.
The person appointed will be required to teach on a range of courses in the Department, particularly the CGL Course No. 720: Diploma in Hotel Reception and Front Office Practice. Purpose built facilities have been recently completed to support this area of work.
Further details and application form may be obtained on receipt of a stamped addressed envelope, from the Principal, Barry College of Further Education, Collet Road, Barry, South Glamorgan, CF8 2YJ, to whom completed application forms should be returned within 14 days of the appearance of this advertisement.
Applicants are welcomed from suitably qualified people regardless of their sex, marital status, race, religion, colour or disability.

Birmingham City Colleges
ROBINVALE COLLEGE OF FURTHER EDUCATION
PRINCIPAL LECTURER
£14,784-£18,588, bar at £16,488
College Management Team
To join the college senior management team with responsibility initially for the Adult Education and Adult Training Units and also major cross-college responsibilities. Particularly welcome are members of groups currently under-represented at senior levels in further education.
LECTURER II
Learning and Behavioural Difficulties
The Section provides discrete course and a support service for students with learning difficulties integrated into mainstream provision. A qualification in Special Education is essential.
Adult Training
Experienced lecturer to work as a team member on A.R.T. and Community Programme and to take responsibility for one of these initiatives.
English for Speakers of Other Languages
Experienced graduates to help to co-ordinate ESOL courses throughout the College.
Mathematics
Experienced graduates to help co-ordinate work which ranges from basic numeracy to GCSE 'A' Level. Commitment to team work and to the development of independent learning programme is essential.
LECTURER I
Computer Studies
To teach Structured Programming in COBOL and Small Business Systems across a range of courses. Ability to contribute to the Women in Technology Programme will be an advantage.
English for Speakers of other Languages
Graduate to teach ESOL and English on Special Access Courses.
Physical Disabilities
To provide academic and pastoral support for students with a range of physical disabilities on discrete courses and integrated into mainstream provision. A qualification in Special Education is essential.
ASSOCIATE LECTURER I
(1/21 of FTE)
To teach on a range of courses in Secretarial Education. Temporary until 31.8.88. Salary pro rata.
Further particulars and application forms for the above nine jobs from: The Principal's Secretary, Robinvale College of Further Education, Bristol Road South, Birmingham, B31 2AJ. Tel: 021-475 9211.

ROBINVALE TECHNICAL COLLEGE
LECTURER I
Beauty Care/Hairdressing
Required for January 1988 to teach YTS Trainees and to assist in curriculum planning and development of broad-based courses. You must possess teaching experience, relevant qualifications and have a commitment to the philosophy of YTS.
Further particulars and application forms from: The Principal, Robinvale Technical College, Aldridge Road, Birmingham, B44 8YE. Tel: 021-360 3543.
CAPULTY GREEN COLLEGE
LECTURER II
Business Studies
To take on the role of BTEC National Co-ordinator, leading and developing integrated courses in Business and Finance for full and part-time students.
LECTURER I
Information Technology/Business Education
To teach Data Processing, Business Systems and Computer Literacy to a variety of courses including GCSE, CGL and BTEC. In addition you will be part of a team responsible for the development of YTS courses with the Birmingham Eastern Partnership, involving the development of new modules for existing courses, liaison with industry and schools, and the development of tutorial and profiling systems.
Further particulars and application forms for the above two jobs from: The Principal's Secretary, Capulty Green College, Garretts Green Lane, Birmingham, B3 1JB. Tel: 021-743 4471.

HANSDWORTH TECHNICAL COLLEGE
LECTURER I
Business Studies/Supervisory Management
You should possess a relevant degree and/or equivalent professional qualification. A teaching qualification and/or teaching/industrial experience will also be an advantage. You should be able to offer a range of business studies subjects e.g. Finance/Accounting, Human Resource Management, People in organisations, Information Processing etc. You should also demonstrate an interest in teaching and developing Supervisory Management Courses, where an understanding of the needs of ethnic minorities is paramount.
Further particulars and application forms from: The Principal's Secretary, Hansdworth Technical College, Garsia Lane, Birmingham, B21 9DO. Tel: 081-381 8031.
Salary: Lecturer 1 - £8,843-£11,865
Lecturer 11 - £8,865-£13,656
All salaries are under review.
Closing date for all jobs: 11th December 1987.
The City Council welcomes applications from all sections of the community irrespective of race, colour, gender, sexuality or disability.

COLLEGES OF FURTHER AND TERTIARY EDUCATION
continued

NEWHAM COMMUNITY COLLEGE
An Equal Opportunity Authority
This College of further, higher and adult education provides education and training for the whole community - from basic skill level to final professional qualifications.
LECTURER I
ELECTRICAL ENGINEERING
To teach electrical principles and associated subjects to craft students on City & Guilds Courses 232 and 238 courses and technician students on BTEC National Certificate courses. Candidates must have a good practical industrial background in Electrical Engineering.
LECTURER I
BUSINESS STUDIES
(Two Posts)
To teach on BTEC First and National Award courses - one post with a particular emphasis upon accounting and related subjects, the other economics and world of work. For both posts, the ability to offer Data/Information Processing would be useful as demand for new technology office skills grows as a result of employment growth in London's Docklands.
LECTURER I
SECRETARIAL STUDIES
(Two Posts, one temporary for initial 1-year period)
To teach typewriting, word processing and office procedures including Audio typing and shorthand. Interest in office practice, admin and modern word processing are sought for this major demand area for education and training.
Application from women, members of the ethnic minority groups and persons with disabilities are especially welcomed, as are proposals for job sharing.
Salary in the range of £12,843 to £13,656 plus £1,215 London Weighting (Bar at £11,865 for Direct Entrants).
Application forms and further particulars are available from: The Principal (WAB), Newham Community College, High Street South, London E6 4ER. Tel: 01-552 9827 (24 hours).
Closing date: 10th December 1987.

HERTFORDSHIRE
Cassio College, Langley Road
Watford WD1 3RH
Telephone: Watford 240311
LECTURER IN HAIRDRESSING
Grade I
A vacancy exists for an experienced and qualified Hairdresser to teach City & Guilds Ladies Hairdressing to full-time, part-time and YTS student groups. In addition the ability to teach in one of the following areas would be an advantage - Wigmaking, Manicure, Cosmetics Make-up, and Reception Duties.
Salary Scale Lecturer I £8,843-£11,865 (under review) rising to £13,656 plus Fringe Area Allowance of £309.
Application Form (obtainable from the Principal's Secretary) should be completed and returned as soon as possible and not later than 7th December 1987 (see please).

Guildford College of Technology
DEPARTMENT OF PRINTING
Lecturer Grade I in Graphic Design
required for January 1988, the person appointed will be required to teach Graphic Design and related theory to City & Guilds and BTEC National Diploma students.
SCIENCE & HUMANITIES DEPARTMENT
Lecturer Grade I in Physics & Electronics
to teach to GCE 'A' Level, A/S Level and BTEC Science students. Ability to contribute to short courses in Electronics and Instrumentation for mature students would be an advantage.
Lecturer Grade I in Physical Chemistry
to teach to GCE 'A' Level, HNC Chemistry and G.R.S.C. (Part 1) students. Ability in Analytical Chemistry and Instrumentation would be an advantage.
CONSTRUCTION DEPARTMENT
Lecturer I in Communication & Life Skills
To construct craft students.
Lecturers I in Brickwork & Heating and Ventilating
To teach on City and Guilds to advanced craft certificate level.
SALARY LECTURER GRADE I:
£8,843 - £11,865 progressing to £13,656 plus £309 fringe area allowance.
Generous relocation expenses in accordance with Surrey County Council scheme.
For application form and further details please contact: The Staffing Officer, Guildford College of Technology, Stoke Park, Guildford GU1 1EZ (Tel: 0483 31251 Ext. 203).
Closing date: 11th December 1987.
HOTEL & CATERING DEPARTMENT
We are presently looking for part-time lecturers in the discipline of:-
Retail Distribution
Hairdressing
to teach students following BTEC National Diploma and First Diploma Courses, City & Guilds Courses and Youth Training Schemes. Formal teaching qualifications would be advantageous, although are not required. Industrial experience and enthusiasm however are essential.
If you are interested in the above or would like to be placed on our Part-time Lecturers file then please apply to Alan Costello, Head of Hotel and Catering Department.

Lothian Region Colleges of Further Education
STEVENSON COLLEGE
SENIOR LECTURER I COMPUTER STUDIES (2 POSTS)
LECTURER B - COMPUTER STUDIES
Applications are invited from suitably qualified candidates for the above posts in the Department of Computing. Teaching duties include a range of computer subjects in national Certificate and Higher National Certificate courses.
Further particulars and application forms are available from:-
Personnel Office, Stevenson College of Further Education, Bankhead Avenue, Blyth, EDINBURGH EH11 4DE. Telephone No. 031 463 8181.
to which they should be returned within 14 days of this advertisement.
Salaries for the above posts (under review).
Senior Lecturer I £9,840 - £13,398
Lecturer B £9,093 - £13,398
Lothian Region Council is an Equal Opportunities Employer and will prevent discrimination on the grounds of sex, marital status, disability, race, colour, religion, sexual orientation, nationality or ethnic origin.

Education

Deputy Chief Education Officer

£28,259-£28,887 p.a.

This post, which becomes vacant on 1 January 1988, arises from the appointment of the present postholder as Director of Education for Walsworthhampton. Candidates should be suitably qualified and have had managerial experience at a senior level. The successful candidate will have demonstrated in previous posts that he/she is strongly motivated and committed to the pursuit of high standards. Essential attributes will be a capability to think creatively, even adventurously combined with the administrative flair to implement new ideas. The ability to be able to foster good relationships within the Department, the Authority as a whole and with elected members is also essential.

This post carries an essential car allowance and relocation expenses are payable where appropriate. This is a re-advertisement and previous applicants need not re-apply.

For further details including method of application, ring the Chief Education Officer at County Hall, Tel: Nottingham (0692) 83524. Closing date 14 December.

An Equal Opportunity Employer.



Nottinghamshire County Council
County Hall, West Bridgford
Nottingham NG2 7QP

Local Education Authority Administration

DERBYSHIRE COUNTY COUNCIL

AREA CO-ORDINATOR FOR STAFF DEVELOPMENT

Soulbury Group 7-11

Under review

To be responsible for the co-ordination of staff development and the delivery of the County 1987 programme.

There would be particular responsibility for co-ordinating in-service training activities within professional centres and institutions based training within schools, colleges and centres. The Area co-ordinator will work under the director of the County Adviser for Staff Development and work closely with the General Advisers in their Area. The post will be based in either the Area Office or a professional centre in the Area.

Application forms and further details can be obtained from the Director of Education, Education Department, County Offices, Matlock, Derbyshire, by telephoning Sandra A. Jackson on Matlock 84000.

Closing date - 11th December 1987.

The Council's policy is that all people receive equal treatment regardless of their sex, race, religion, colour, ethnic or national origin, disability, 1038281 420000

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General Administration

EDUCATION OFFICER

for THE WORDSWORTH TRUST

DOVE COTTAGE

Grassmere

This three-year post has been made possible through the support of the Laura Ashley Foundation.

Objectives include:-

1. Liaison with schools and colleges and the establishment of an educational curriculum service.

2. National promotion of the post-war exhibition William Wordsworth and the Arts of particular commitment to the inner cities.

3. The development of a seminar/poetry/poetry reading programme.

Salary by negotiation but within the range £8,000 - £12,500 plus accommodation (possibly suitable for a couple).

Please send a full CV with the name and address of at least two referees and a letter of recommendation to: Mr. Terry McCorquodale, Curator, The Wordsworth Trust, Dove Cottage, Grasmere, Cumbria LA23 9BT who will provide further particulars. 108881 500000

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Education Director

£14,784-£16,458 p.a.

(APT & C Conditions of Service apply)

Also Caribbean Education Cultural and Study Centre, Nottingham.

The Association of Afro-Caribbean Families and Friends together with Nottinghamshire L.E.A. seek to appoint a well qualified Director for this very exciting project.

Candidates (male or female) must be well qualified in the history and political/cultural of the Caribbean and people and adults, along with an understanding of black people in contemporary society is essential.

Application forms and further details are available (s.a.s.) from the Chief Education Officer at County Hall, Closing date 15 December. Please quote ref. G24.

An Equal Opportunity Employer.

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GENERAL - ADMINISTRATION

NORTH WESTERN REGIONAL ADVISORY COUNCIL

FOR FURTHER EDUCATION

CURRICULUM AND STAFF DEVELOPMENT UNIT

READVERTISEMENT

Applications are invited for a post of the Head of the Unit.

The post offers an exciting opportunity for a person with considerable teaching experience and a knowledge of current curriculum and staff development projects and co-ordination of support networks.

The responsibilities will include orientation of short courses and workshops, liaison and management of staff development projects and co-ordination of support networks.

A background in staff development would be an advantage.

The salary will be in accordance with the scale for Assistant Advisers within the range £14,280 to £15,749.

Further details and application forms may be obtained from the Secretary, North Western Regional Advisory Council, 14/15, Weyland Road, Worsley, Manchester M28 4JQ. To whom completed applications should be returned by 13 December 1987.

Applicants to the previous advertisement need not re-apply, previous applications will be considered. 800000

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EXAMINERS continued



UNIVERSITY OF CAMBRIDGE
LOCAL EXAMINATIONS
SYNDICATE

GENERAL CERTIFICATE
OF EDUCATION EXAMINATION

ADVANCED LEVEL

Applications are invited for the following

CHIEF EXAMINER

Appointment for June 1989:

HISTORY
(BRITISH SOCIETY, 1815-50)

Further details and application forms may be obtained from The Secretary, University of Cambridge, Local Examinations Syndicate, Syndicate Buildings, 1 Hills Road, Cambridge CB1 2EU.

EDUCATION & RECREATION DEPARTMENT

Examinations Officer

Scale 5 £9,528 - £10,392 p.a. inclusive of London Weighting
Merton College

An early appointment is sought of an Examinations Officer to take full responsibility for the organisation, staffing and security of examinations for the College. This is a most complex, confidential and responsible area of operations and the successful candidate must be capable of a high degree of organisation and have the ability to work to deadlines. Previous experience of examination work/further education is desirable.

Application form from the Registrar's Office, (Mrs B Farr), Merton College, Morden Park, London Road, Morden, Surrey, SM4 5QX or Tel. 01 640 3001. Please quote reference F902.

Closing Date: 11th December 1987

LONDON BOROUGH OF
merton

LONDON AND EAST ANGLIAN GROUP FOR:
GCSE EXAMINATIONS
EAST ANGLIAN EXAMINATIONS BOARD
LONDON REGIONAL EXAMINATIONS BOARD
UNIVERSITY OF LONDON SCHOOL EXAMINATIONS BOARD

GENERAL CERTIFICATE OF
SECONDARY EDUCATION EXAMINATION
Applications are invited for the following appointments:

Assistant Examiners
DANCE-WRITTEN

Visiting Examiners
DANCE-PRACTICAL

Assessors
HISTORY, SYLLABUS D

Applicants should be graduates or hold appropriate qualifications and should be under 65 with three years' recent teaching experience. Application forms and further details may be obtained from (please state subject): The Secretary, University of London School Examinations Board, Stewart House (Room 215), 32 Russell Square, London WC1B 5DN. Applicants should enclose a self-addressed footcap envelope. Completed application forms should be returned by 10 December 1987.

WELSH JOINT EDUCATION COMMITTEE CYD-BWYLLGOR ADDYSG CYMRU

Appointment of Examiners

Applications are invited from teachers in schools and in Further and Higher Education, and from other persons with recent experience of teaching, for the following appointments:

1988
OCSE
Assistant Examiners in
CDT: Technology
History
Home Economics: Food
Physical Education

Moderators in
English - Written Coursework
English Literature - Coursework
Visiting Moderators (located in or near Wales in
English - Oral Communication
Physical Education

1989
OCSE
Chief Examiner in
CDT: Design and Realisation
Joint Chief Examiner in
French

Application forms and further particulars may be obtained from O. Lloyd Jones, Secretary, Welsh Joint Education Committee, 245 Western Avenue, Cardiff, CF5 2YX. A stamped addressed envelope must be enclosed and the outer envelope be endorsed Examinations. Completed application forms should be returned by 15 January 1988.

Miscellaneous

A SALUS CAREER WITH SUN
LIFE OF CANADA. This firm offers an interesting and rewarding career in insurance, combining security and real opportunity. Full training, excellent benefits and excellent income. Suitable applicants, aged between 23 and 40, can be employed in the area of their choice. Telephone: 01256 841414 or write to Sun Life of Canada, Business View, London EC2A 4PU. Tel: 01256 841414. Fax: 01256 841415.

COMEALIVE

IF A WINNER

JOIN A WINNING TEAM
An international organization offers you the opportunity of joining a winning team with a winning team. It is a multi-million pound company, and you will be part of a team that is growing rapidly. You will be part of a team that is growing rapidly. You will be part of a team that is growing rapidly.

HOUSE-BUILDING Think of having a house built while you are away? Professional house-builders are looking for people to help them build houses in the south of England. For details please contact: 01256 841414 or write to Sun Life of Canada, Business View, London EC2A 4PU. Tel: 01256 841414. Fax: 01256 841415.

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